

# ***Bengeworth CE Academy***



## ***Physical Education Policy***

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### **1. Introduction**

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learnt in Bengeworth CE Academy.

Bengeworth CE Academy believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our scheme of real PE for physical education, alongside specific sport skill based learning and development, aim to provide a well-rounded curriculum for all children to access and thrive in. This broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also allow the development of a pupil's ability to work

independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' Literacy, Numeracy, P.S.H.E and I.C.T skills.

## **2. Aims**

- To develop an understanding of the multi-ability approach to physical education and the importance of developing all aspects of physical literacy.
- To develop confidence in children's own skills and abilities.
- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To promote an understanding of safe practise, and to develop a sense of responsibility towards their own and others' safety and well-being.
- To develop the ability to work independently and in small and larger group situations with the ability to communicate with and respond positively towards others.
- To develop a sense of fair play and to appreciate the importance of good sportsmanship.

## **3. Curriculum**

Our school aims to provide children with accessible learning through the multi-ability approach in real PE, to ensure all children enjoy, engage with and are challenged to develop the fundamental skills for physical literacy. The areas of focus (cogs) for this are:

- Personal
- Social
- Physical
- Cognitive
- Creative
- Health and Fitness

Within sport lessons we aim to enhance knowledge, skills and understanding through eight areas of activity:

- Athletics
- Dance
- Games - Invasion, Striking and Fielding and Net and Wall
- Gymnastics
- Health & Fitness
- Swimming
- Outdoor and adventure
- Inclusive sport (archery, boccia, new age kurling)

In Key stage 1, pupils develop fundamental movement skills and become increasingly competent and confident when accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.

During Key Stage 2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children also experience multi skills and sports specific programmes as a continuation of their KS1 physical development.

Off-site specialist accommodation is used effectively and efficiently to maximise learning opportunities for pupils, e.g. the use of the local leisure centre for the teaching of swimming. In addition, the facilities of the local high school and middle schools are used to enhance the delivery of aspects of the P.E. curriculum, through festivals and organised sports competitions with cluster schools and for the School Games.

We employ a PE specialist to cover PPA and to utilize her experience for CPD or intervention opportunities. This ensures high quality PE is taught throughout the school in all year groups.

The integration of our specific scheme of work (real PE from Creative Development) and the PE Resource Bank used by our specialist PE teacher, complement and enhance the delivery of the National Curriculum Programmes of Study.

#### **4. Promoting Spiritual, Moral, Social and Cultural developments**

At Bengeworth CE Academy, we aim to provide opportunities through PE to promote pupils' spiritual, moral, social and cultural developments.

Spiritual development; through helping pupils gain a sense of achievement and develop positive attitudes towards themselves.

Moral development; through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.

Social development; through helping pupils develop social skills in activities, involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sports and dance.

Cultural development: through helping pupils experience and understand the significance of activities from their own and other cultures, recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

## **5. Promoting Key Skills**

Physical Education at Bengeworth CE Academy provides opportunities for pupils to develop the key skills of;

Communication; through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a games, using gesture in dance and through responding to music and other sounds in dance.

Leadership: through encouraging children to take responsibility. Opportunities to lead others', umpire small sided games and organise equipment. Such provision develops the whole child and prepares the year 4 and 5 children for the Playground Leaders Scheme.

Application of number; through collecting and analysing data, using different forms of measurement and using a variety of measuring and recording equipment.

IT; through collecting, analysing and interpreting data to evaluate performance and identifying priorities for improvement.

Working with others; through taking on a variety of roles in groups and teams in cooperative activities, working in a group with a collective goal and deciding on strategies to meet it, cooperating with others by observing rules and conventions when competing against them.

Improving own learning and performance; through recognising what they do well and what they need to better, helping them to observe a good performance and to imitate it, and develop the confidence to do something new.

Problem solving; through recognising the nature of the task or challenge, thinking of different ways to approach the task and challenging their approach as the need arises, and understanding and applying the principles of movement strategy and composition to the task.

## **6. Objectives**

In order to achieve these aims our School provides:

- A curriculum map accessible to all staff to track progression
- Units of work made available by the PE Coordinator and PE Specialist
- Individual lesson plans adapted by the teachers to suit the needs of individual classes.
- A minimum of 2 hours of PE or school sport participation per week.
- A wide variety of activities offering the development of physical abilities.

- A well-balanced, broad curriculum which reflects the statutory requirements of the NC and provides all pupils of all abilities with an appropriate range of practical activities to meet their physical, intellectual and social needs.
- Opportunities for extending physical activity through extra-curricular activities.
- Effective leadership and management of the subject throughout the school.
- Opportunities for children to develop their ability to gain knowledge and understanding of skills and techniques, apply them effectively in situations and plan, perform and evaluate performances.

## 7. Implementation

- Children will be taught in their normal class group and the class teacher will differentiate according to ability where necessary.
- children will use the equipment necessary for the particular area of activity.
- The P.E. equipment is kept in the sheds and should only be accessible to children under supervision.
- Physical activities are planned in such a way as to encourage full and active participation and enjoyment by all children irrespective of ability.
- When engaged in physical education, children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.
- Children vary greatly in their physical development and rate at which they progress. Careful observation, sensitivity and knowledge of children's physical, intellectual and emotional development are required within the curricular provision
- The programme of activities offered and the teaching and learning approaches used should reflect statutory requirements and be efficiently planned and provided across the full age range.

## 8. Special Educational Needs

Physical Education lessons can pose a challenge to some children who have Special Educational Needs. There are a number of ways to deliver physical activity with the aim of including young people who have a range of abilities. These are shown in this table;

Open Activities	All children can get involved in the same activity
Modified Activities	The task as a whole is adapted to make the pitch easier or harder to suit the needs of individuals
Parallel Activities	Children are presented with different activities from the same activity area, and use rules, structures, and equipment that suit their needs
Individual Activities	Children take part together in an activity but different conditions apply to members of the group or class
Separate Activities	Children need activities specific to their needs and these are not the same as those given to the rest of the class

Through adopting such methods, physical education at Bengeworth CE Academy allows children with special educational needs to develop their skills, coordination, movement and control at a level appropriate to them and, in turn, elevates confidence and self-esteem through independent and team based physical activities.

Teachers will set suitable learning challenges for all children to enable success. Teachers will also respond to pupils' diverse learning needs. All staff acknowledge that the need for inclusion and differentiation in all lessons is of paramount importance to ensure both the effective delivery of the curriculum and the true development of all pupils within our care. We recognise that the individual pupils will vary in their stages of their development and in their capacities to meet and respond to the challenges with which they are presented. The department will ensure that all lessons are differentiated to allow each pupil to attempt, succeed and develop at their own rate. This will be achieved through a number of methods:

- All staff and TA's are aware of, conversant with and competent in using a variety of teaching styles which allow and cater for different levels of ability in all classes.
- The planning of all programmes of study and schemes of work will consider and incorporate the need for inclusion and differentiation wherever necessary.
- Every lesson will be planned taking into account for the specific demands of pupils in that lesson. The means of inclusion will be clearly displayed in the lesson plan and register.
- The lesson outcomes will invariably incorporate differentiation in both the tasks that the pupils are set and overall outcome of the activity
- Maintain class profiles which are used to inform planning to differentiate accordingly to pupils' individual needs.
- Wherever possible the department has purchased and will seek to use a range of modified equipment and resources that account for the specific differences in the abilities of the pupils in any lesson
- The use of assessment criteria in all lessons is positively promoted. These criterions' must be discussed with pupils so understanding is clear.
- The department will seek to monitor and evaluate the degree of success of certain activities, methods, equipment and pupils. Wherever necessary changes will be made or successes will be communicated to ensure that all pupils continue to receive the best possible education within our lessons.

### **Smart Moves**

A large percentage of children of primary age may have gross and fine motor control difficulties as a result of Developmental Coordination Disorder, ADHA, Dyslexia or ASD. The consequence of these learning differences can contribute to subsequent social, behavioural and emotional difficulties in school. Studies suggest that these children are at risk of withdrawing from physical activities, resulting in further problems with motor skills and a negative impact on physical fitness, health and well-being.

The Smart Moves programme has been developed to support child development and is set within the context of the PE curriculum. It aims to support these children specifically in the following areas:

- Self-esteem and confidence,
- Creativity and expression,

- Coordination,
- Balance and movement control,
- Ball skills,
- Listening and turn taking,
- Social skills,
- Spatial and body awareness,
- Behaviour,
- Organisation and sequencing
- Handwriting

All children on IPP's can be placed on the programme (if required) which is taught by the PE Specialist. Other children highlighted by individual members of staff are also considered.

## 9. Gifted and Talented

Pupils are identified in lessons as being Gifted and Talented in Physical Education if they demonstrate a high level of competence across five Multi-ability areas: Creative, Physical, Social, Cognitive and Personal:

Creative:

- Consolidates and develops skills in a creative, inventive and innovative way
- Responds to stimulus in an innovative way
- Offers a range of productive and viable solutions to a problem
- Is confident in experimenting with acquired skills and ideas through application
- Explores and develops skills demonstrating control, fluency and quality in a range of activities
- Demonstrates a range of skills in different compositional and tactical situations
- Demonstrates good peripheral vision and uses this in a range of situations across activities
- Shows precision when executing movement skills with high levels of co-ordination and balance

Social:

- Demonstrates the ability to take the lead when working with others
- Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas
- Demonstrates the ability to make good decisions when working collaboratively
- Enables and empowers other pupils to participate effectively in activities

Cognitive:

- Demonstrates the ability to transfer skills effectively across a range of activities
- Demonstrates the ability to plan and utilise a range of strategies in a number of activities

- Identify strengths and weaknesses, offering suggestions for improvement, across a range of performances
- Uses a broad analysis vocabulary when describing performance

Personal:

- Shows motivation, commitment and focus when working
- Demonstrates the ability to self-regulate learning in independent learning environments
- Demonstrates the ability to evaluate own performance effectively
- Handles feedback in a constructive way and uses this to develop levels of performance

All pupils (including those with disabilities, medical conditions or SEN statements) have the opportunity to be identified as being Gifted and Talented. Pupils who demonstrate potential will be assessed against the above criteria.

The identified pupils will be entered onto the Gifted and Talented register for Physical Education and the G&T policy will then be implemented.

Gifted and talented children will be challenged during their P.E lessons using methods and equipment that the teacher feels appropriate. A list of gifted and talented children in P.E will be kept by the coordinator and monitored. A school audit will take place every year to gather fresh evidence of children's participation and achievement inside and outside of school. Those children will be invited to specific G&T sporting clubs, training sessions and events throughout the year.

Gifted and Talented children will be provided with unique opportunities to take part in specialist extra-curricular clubs, coaching sessions with outside agencies and further opportunities to represent the school and district within sport. All of which will support their 5 multi ability values. All children will be signposted into community clubs if not already identified as doing so.

## **10. Monitoring**

The subject leader plays a key role in supporting, guiding and motivating teachers in the subject and other adults. Subject leaders should evaluate the effectiveness of teaching and the curriculum and should monitor pupils' attainment and progress in all activities taught.

The learning outcomes in each unit indicate how children might show what they have learnt. Monitoring these will help teachers establish each child's progress. The expectations provide a brief description of attainment for each unit, and they should help teachers decide if individual children's progress differs markedly from that expected of the majority.

## **11. Assessment**

Assessment will be undertaken using expectations from Key Stage descriptions as a focus for observation, which will be recorded throughout each year in games, gymnastics and dance. Teacher assessment and pupil self-evaluation will be ongoing and drive future learning throughout the year so that both teachers and pupils have a sense of ownership

over their curriculum and outcomes within the scheme of real PE. Assessment is an integral part of teaching and should always inform future teaching and learning.

From Year 1, each child will have a specific assessment in swimming for distance and our school swimming awards (Bengeworth Barracuda Awards) in line with the National Swimming awards, which will be recorded in a class folder and spreadsheet. This information is passed up with the class and each child's swimming achievements are transferred to their Middle School at the end of Year 5.

Pupil's fitness progress will be monitored by the PE coordinator as they move throughout the year groups. Written observations, photographs, videos and examples of work will be collated as they move. Levels of attainment will be tracked using the whole school tracking system, at least three times a year. This information will also be available to Middle School at the end of Year 5.

## **12. Planning, Performing and Evaluating**

An understanding of the process of planning, performing and evaluating is essential to the development of pupils' physical skills. Accordingly, pupils should be given an opportunity to plan and evaluate aspects of their own and others' work. Watching the performances of others is integral in developing children's understanding of good practice and performance. Consequently, children should be given ample opportunity to watch the performances of others, particularly in dance and gymnastics and when rehearsing particular skills in games lessons.

## **13. Safety**

At Bengeworth CE Academy, we have a copy of the British Association of Advisors and Lecturers in Physical Education (B.A.A.C.P.E.) booklet 'Safe Practice in Physical Education.

All generic Risk Assessments are stored centrally on staff shared. Specific risk assessments are made available to office staff, head of educational visits and class teachers when necessary.

### **Responsibility**

The Headteacher is responsible for the overall safety administration within the School.

Each teacher is responsible for:

- Recognising and assessing the degree of potential danger associated with any physical education activity.
- Ensuring that the necessary precautions are taken in any activity with which any particular hazard is connected.
- Ensuring that in the event of an accident, they deal with the child's injury appropriately, the Headteacher and first aider are informed and the injury is recorded.

### **Clothing and Footwear**

- All children must change into PE kit which teachers should ensure is provided by parents.
- Children must change into plimsolls or trainers when doing outdoor activities.

- All children must be barefoot in gymnastics and dance. If children have a valid reason for not being barefoot, for example a verruca), they may wear plimsolls, not trainers
- children are advised to wear additional clothing for outdoor PE during the winter months (jogging bottoms, jumpers).
- No-one must be allowed to work in tights
- Long hair should be tied back and inappropriate head bands removed.
- All jewellery should be removed. If stud ear-rings cannot be removed they must be covered with a plaster or earring tape.

## Equipment

- All portable equipment should be stored away safely and be easy to move by pupils under supervision.
- The safe use of equipment will be encouraged at all times and children will be trained to lift, carry, erect and dismantle the apparatus safely
- All equipment must be checked by the teacher before the children use it
- A calm approach to the use of gymnastic apparatus is essential. Quiet concentration should be demanded of each pupil.
- Apparatus should be arranged to allow adequate space for individuals to avoid collisions
- The identified purpose of any activity on the apparatus should be clearly understood by teachers, teaching assistants and pupils.
- When pupils have put out the apparatus, they should sit away from the apparatus and wait until the teacher has completed a safety check. No child should use the apparatus until this check has been completed.
- Teachers should make safe free-standing non-P.E. equipment
- Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around profusely because this can produce real danger.
- Pupils should be taught to be aware of the need to readjust mats which may have moved during use.
- All classes are responsible for putting out and clearing away apparatus
- each piece of equipment must be moved by four children in Key Stage 1 and two children in Key Stage 2
- Children must face the equipment when moving it, they must not walk backwards when carrying equipment.

## Swimming

- All changing must be supervised
- Members of staff will be supervising both genders in single gender changing rooms. In both changing rooms, 2 members of staff should be present.
- A general risk assessment for swimming sessions is to be completed by the swimming coordinator (in accordance with the WCC Safe Practice in Swimming document, 2009). Class teachers are responsible for adding to the risk assessment should the needs of their class or some of its individuals require.
- Teachers accompanying classes to the Pool must wear appropriate clothing. Outside footwear must never be worn on the poolside
- Each group taught should always have at least one member of staff on poolside.
- All voluntary helpers must complete a DBS form.
- Teacher in charge of class to take a mobile phone in case of emergency

- In the event of an accident, the teacher should take appropriate action and inform the Headteacher. Should a child need to be hospitalised, the teacher in charge should ensure that the remainder of the pupils vacate the pool, change and return to School safely. Where possible, a teaching assistant should accompany the injured child to hospital
- A child with a verruca must wear a verruca sock. Other children may wear verruca socks as a preventative measure, if they wish.
- The wearing of jewellery must not be allowed when swimming
- Pupils should tie long hair up

#### **14. C.P.D**

Staff will be kept up to date with relevant C.P.D opportunities for P.E. The P.E coordinator will endeavour to lead some staff meetings relaying important developments in regard to planning and providing high quality physical education throughout the school. All staff will be encouraged to attend sport related courses to upskill in their chosen areas of activity.

The PE specialist will work with all NQT's and staff who highlight areas of concern throughout the year. Individual teacher training will up skill staff's knowledge and understanding of the subject with a view to raising the profile of 'Outstanding' PE within the school.

#### **15. Extra-Curricular Activities**

Children are offered places in after school activities every half term. Clubs vary depending on staff interest and the facilities available. All children are encouraged to take part and participation rates continue to flourish.

Specialist sports coaches consistently support Bengeworth's extra-curricular programme and have led after school clubs in sports such as cricket, kickboxing, tag rugby, football, tri-golf, table tennis and multi skills.

#### **16. Competition**

Inter House competition is provided during the whole year for all children in KS2. Children experience a variety of athletic and games based activities, working as individuals and in teams. Our programme is as follows:

Autumn Term - Cross Country  
 Spring Term - Inclusive Games  
 Summer Term - Athletics and Rounders

During sports day 100% of our children in both Key Stages take part in Inter House competition during a multi skills activity programme of events.

Bengeworth CE Academy has a clear competition pathway primarily for pupils in years 4 and 5. There are regular netball, football and rounders fixtures against the other 7 first schools and also take part in the School Games festivals and events. Friday afternoons have become a

regular competition afternoon with many schools visiting and taking part in specialist sports afternoons.

We have always fostered relationships with coaching organisations. As a result of the government's investment in school sport, we are now able to formalise these links and work in partnership with Worcester Warriors and local coaching organisations. They regularly organise events, festivals and competitions throughout the County, to which we always attend.

### **17. Wet Weather**

In the event of wet weather and no hall space, a planned programme of resources are available. They may include work cards, sports quizzes, rules and tactics, design your own fitness diary, sports across the world and videos. A classroom based PE lesson also provides an excellent opportunity to check upon the learning that has occurred previously.

### **18. Non Participation**

Certain medical conditions and genuine parental concern may prevent participation in extreme cases. In the event of non-participation health based project work, subject based rules, and officiating will be encouraged. Non participation sheets are available on staff shared.

### **19. Review**

This Policy will be reviewed in Autumn 2020 and presented to the Governors.