



## PE POLICY

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.  
(from National Curriculum for PE)

Astley Park School believes PE and sport to be an essential part of all pupils' emotional, creative and physical development regardless of their ability, gender, race or culture.

Our vision for PE and sport is to excite, motivate and stimulate pupils by providing them with at least 2 hours of high quality sporting activities and opportunities a week.

### **AIMS**

PE is a compulsory subject within the National Curriculum.

All children, whatever their circumstances or abilities, should be able to participate in and enjoy physical education and sport.

PE and sport in school, both within and beyond the curriculum, can improve:

- pupil concentration, commitment and self-esteem; which leads to higher attendance and better behaviour and attainment;
- fitness levels; active children are less likely to be obese and more likely to pursue sporting activities as adults, thereby reducing the likelihood of coronary heart disease, diabetes and some forms of cancer; and
- success in international competition by ensuring talented young sports people have a clear pathway to elite sport and competition whatever their circumstances.

Through this it is our aim:

- To design and provide a curriculum to meet the needs and interests of pupils whilst promoting all children's learning.
- To make sure all pupils are included
- To allocate curriculum time for PE to best meet the children's needs.
- To allocate equipment, resources and space fairly and effectively.
- To deploy, support and develop staff effectively in the delivery and teaching of PE
- To promote and maintain standards of personal hygiene and self dressing skills through showering after lessons.
- To reward and celebrate pupils' achievements.
- To monitor and evaluate pupils' progress and the quality of the outcomes they achieve.
- To ensure children are confident, safe and enjoy physical activity.
- To develop a range of physical skills, strength, stamina and suppleness.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination and fluency.



- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship
- To cooperate and work successfully/collaboratively with others

Within the Lancashire Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with real experiences, educational visits and other planned experiences as appropriate. Subject planning and evaluation is at a class level with a co-ordinator for the whole school.

### **DIFFERENTIATION AND INCLUSION**

At Astley Park, we aim to get the best from all our pupils whatever their ability. Often lessons and planning need to take into account the increasingly complex and differing needs of individual pupils over and above the usual ability groupings.

Planning for differentiation may incorporate:

- Pupils groupings, e.g. ability or mixed ability groups; or group, paired or individual activities. Where appropriate some children may follow an individual 1:1 programme alongside their peers in a lesson.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.

Differentiation by task may be achieved when the children, who are pursuing the same part of the Programme of Study, are given a range of different but related tasks.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

### **PLANNING**

Curriculum planning is done half-termly (using the Lancashire Schemes of work as a starting point) It is used to set clear, achievable goals matched to pupil's own abilities as well as ensuring progression, continuity and subject coverage throughout the school. Planning is the responsibility of the teacher and plans are available on the school drive – any advice or help is readily available from the subject leader.

### **ASSESSMENT**

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by AFL and teacher observation is carried out and recorded on B<sup>2</sup>.

Some photographic evidence of pupils work should be kept as a record.

Off site activities and events provide perfect situations where photographic evidence can record participation and achievement.



## **SCHEME OF WORK**

The Lancashire scheme of work has been written according to the new National Curriculum 2014 and shows all performance areas.

## **GIFTED AND TALENTED**

As in other schools, Astley Park identifies a small number of children who are working above the average standard of the rest of the pupils in the school/year group. Provision is made for them in the following ways.

Assessment session carried out by Chorley SSP in order to moderate performances across the Borough

- Identifying them on the gifted and talented register
- Identifying further opportunity for them outside of school through the school sports partnership
- Supporting them in attending gifted and talented sessions with other mainstream and special schools
- Giving them increased roles, responsibilities and challenges within school PE and sport

## **ORGANISATION**

It is the school's aim to provide our pupils with the same curriculum opportunity as mainstream schools. However, due to the complex and often challenging needs of the children, it has been carefully adapted to make it accessible, whilst still covering the learning goals as set out by the government.

Using QCA/Lancashire schemes of work as a guide, the PE curriculum has been created to suit the pupils at Astley Park.

Whilst PE is often viewed as a stand-alone subject, it is the intention of the school that strong links be made across the curriculum so that children should have the opportunity to use and develop their skills in a wide range of contexts.

Pupils follow an annual rolling programme of physical themed activities with clearly differentiated opportunities for each year group. This enables pupils to revisit the same themes each year, gradually developing their knowledge, skills understanding each time.

### **Keystage 1**

Children follow a scheme of work based upon the learning goals of the Early Years Foundation Stage curriculum. Children still follow required themes of PE through units of work related to dance, gymnastics, athletics, swimming and games.

Learning through discovery and play forms an essential part of lessons with children moving, exploring and using different types of apparatus in order to build essential knowledge and understanding. Sessions are fun and active to help children feel confident and safe in coming out of the classroom into a different learning environment.

Children will then have the opportunity to freely discover new equipment (e.g. ball, bean bags etc) through play and movement activities. As pupils grow more confident structured activities can then be followed to develop core skills essential to PE and sport.



## **Keystage 2**

Pupils begin to follow the QCA schemes of work for Athletics, Dance, Gymnastics, Outdoor Activities and Games, differentiated and adapted to suit their needs.

Lessons become more formal and structured and learning objectives are more precise and displayed for the children.

### **Games**

Children begin to develop core individual skills related to each discipline through multi skill style activities. As skills develop pupils begin to experience playing small sided team games where they are encouraged to use their skills in cooperation with team members. Pupils start to gain an awareness of competition and points scoring in a fun and supportive environment.

### **Gymnastics**

Children use low, medium and high level apparatus to develop simple patterns/sequences of simple movements following a set theme.

### **Athletics**

Children experience multi skill activities to develop core skills of running, jumping and throwing

### **Swimming KS1 & 2**

Pupils in Beech and Chestnut swim once a week, remaining classes swim every term for a 6 week block with lessons delivered by Kay Bretherton AQA qualified swimming teacher at St Wilfrid's C of E Primary School in Standish and supported by school staff.

## **Keystage 3**

### **Games**

Pupils begin to learn skills specifically geared towards playing traditional team games and sports. Lessons will begin with a warm up, followed by developing a focused skill leading towards playing a team game. All lessons conclude with a cool down.

- Football
- Tag Rugby
- Hockey
- Netball
- Basketball
- Tennis
- Short Tennis
- Rounders
- Quick cricket

### **Gymnastics**

Children use low, medium and high level apparatus to develop more complex patterns/sequences of movements following a set theme. Work may include working individually or working with a partner or small group.

### **Athletics**

Children re-visit multi skill activities to develop core skills of running, jumping and throwing. These core skills are then focused on through games and activities.



### **Outdoor and Adventurous Activities**

Pupils are provided with the opportunity to experience outdoor activities by accessing a one week residential course in Y7, together with Forest schools programme delivered on the school premises. This presents the pupils with intellectual and physical challenges, encourages team building and develops problem solving skills.

#### **Dance**

Building on the work in KS2 pupils perform dance using advance techniques in a range of dance styles and forms utilising the Lancashire scheme of works which provides further progression and the basis for KS4.

#### **Swimming**

KS3 pupils swim at All Seasons Leisure centre for a term each to revisit skills learnt previously and to increase water confidence in the more anxious.

### **Keystage 4**

Having acquired the basic techniques of activities up to Year 9, in Years 10 and 11, pupils are given the opportunity to experience activities on the theme of Recreation and Leisure. This links in with Asdan work. Over the last few years, the range of activities offered has included bikeability, swimming, trampolining, fitness, tennis, OAA and golf.

### **SUBJECT SPECIALIST ROLE**

The Subject Specialist role involves general oversight (monitoring and evaluating) of the subject through school. He will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. He will develop the Policy and programme of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of PE. The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

### **RESOURCES**

Resources are kept in the hall cupboards and PE "office" and should be used and replaced accordingly. It is the responsibility of the co-ordinator to ensure adequate maintenance and replacement of resources and materials.

### **INSET**

INSET needs for PE are currently a school priority due to recent staffing changes and will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the Senior Management Team.

### **HEALTH AND SAFETY**

The safety and well being of pupils during PE and sport sessions is a constant and high priority. Whilst we seek to give our pupils the same level and quality of provision and experience as other children, in some instances it may be necessary to adapt and change lessons in order to maintain the safety of the children.



Astley Park School

PE Policy

The following guidelines should be referred to by all teachers when planning and delivering the PE curriculum and can be found in "Safe Practice in Physical Education" (BAALPE)

The following can be done in order to reduce/control health and safety risks before, during and after lessons:

- Where appropriate risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should also be encouraged to develop their own abilities to assess risks.
- First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident.  
Inhalers and other medication for children must be readily accessible and taken with the group when offsite.
- Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.  
Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- Children should understand and be informed of the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Long hair must be tied back
- Good class control is fundamental to safety.

The subject leader has written a Health and Safety policy which is available on the school drive and a hard copy and the Baalpe book are available in the PE office.

A photographic guide to putting out gymnastics equipment has been sent to all staff. Staff have attended an inset course delivered by the Subject Leader and DHT.



Date policy approved by Governing Body Curriculum & Policy Committee: 21.2.18

Signed Chair of Curriculum & Policy Committee: \_\_\_\_\_

Mr M Maher

Signed Chair of Governing Body: \_\_\_\_\_

Mrs W Blundell

Policy Review Date: Spring Term 2019

