



**Leicester
Partnership
School**

Physical Education Policy

Schedule for Development, Monitoring and Review	
Approved by governors on:	October 2019
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Physical Education Policy

Context

At the present time, The Leicester Partnership School works with a small number of students who are on the roll of the Leicester Partnership School and who require 25 hours' full time provision. The majority of students have not been permanently excluded from mainstream education and therefore require a bespoke curriculum which could include some time at the LPS, within one of the centres, some time in their own schools, and some time on a vocational placement or with alternative providers.

The students enter the service with a wide range of learning and/or social, emotional and behavioural needs, and consequently may require intensive specialist support to run alongside a differentiated curriculum in order to meet their individual needs. Some students arrive with either a Statement of Special Educational Needs or are undergoing Statutory Assessment and are placed with the LPS until a more suitable educational placement can be found.

Rationale

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.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity. (National Curriculum for England and Wales; Physical Education; p15)

The LPS seeks to provide a full, varied and interesting Physical Education curriculum at Key Stage 3 which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Ethos

The way the curriculum is managed; Organisation and teaching approaches vary from centre to centre but are central to the Service's attitudes, values and ethos. This contributes to the personal and social development of students whilst with the service and on their return to school.

Staff endeavour to create an attractive, healthy stimulating environment where students can be happy, take pride in themselves, their school and their community. We actively support community cohesion and support and are supported by many agencies.

Aims

The aims and objectives of the PE Curriculum relate directly to those of the LPS as a whole: namely that we endeavour to provide an educational experience that is engaging and exciting in its delivery and content.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Build on and embed the physical development and skills learned in key stages 1 and 2.
3. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable pupils to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, e.g., interpersonal and problem-solving skills.
 - b. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
4. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education Team that delivers PE across the LPS at Key Stage 3.
5. Enable pupils to work independently and as part of a group or team in varied activities so that PE contributes to the development of core skills such as communication by speech.
6. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
7. Develop awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
8. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Objectives

These objectives relate directly to the aims for PE at the LPS and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities (in line with current national curriculum guidelines) during the course of study and during a PE lesson if possible and appropriate, for example:
 - a. Games
 - b. Indoor, outdoor and adventurous activities
 - c. Individual and group activities
 - d. Problem Solving
 - e. Communicating PE ideas to others by means such as speaking, listening and appraising.
 - f. Practising and refining skills
 - g. Using repetition in order to improve
2. The National Curriculum Key Stage 3 directives should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and fielding will be

taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.

3. Staff should refer to work in other curriculum areas when appropriate:
 - a. Pupils should follow written and verbal instructions accurately.
 - b. Safety is further enhanced by emphasis on the following:
 - i. The need to wear correct clothes/equipment.
 - ii. The need to follow rules.
 - iii. How to lift, carry, move and place heavy equipment.
 - iv. The need for warm-up and recovery period when exercising.
 - v. How to swim and be safe when around water.
 - vi. General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The Service's schemes of work for PE identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
6. Every opportunity should be taken to develop student's numeracy and literacy skills and to develop each student's capacity to learn independently and take responsibility for their own learning and development.
7. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
8. Staff should adhere to the Service's reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
9. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.
10. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However; staff often spend considerable amounts of their own time helping individual pupils.
11. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
12. As a Service working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

Teaching and Learning

Lesson planning adheres to the Services Teaching and Learning Policy. The curriculum is planned depending on which programme students follow. In planning the PE curriculum, staff provide;

- A clear and consistent framework of values based on mainstream school principles
- Supportive relationships between student, parents and other agencies
- Opportunities for outside the classroom situations e.g. competitions, trips and visits, visiting speakers, extra-curricular activity etc.

All sessions are expected to encourage positive behaviours, support the Community Cohesion Policy and address aspects of other Key skill cross curricular learning.

We provide opportunities for PE through a number of service initiatives.

- Competitions in Centre
- Cross school competition

- Lessons
- Outdoor pursuits
- Achievers assemblies
- Individual, peer and group mentoring
- Discussion groups
- Role-play drama and games
- Problem solving activities
- Charity events
- Visiting speakers trips and visits
- Discursive writing
- Student council

Assessment and recording follows the guidelines laid down in the Assessment, Recording and reporting Policy.

Assessment

To be able to assess learning and achievement during a student's time with the Leicester Partnership School (LPS) a range of assessments are used to constantly monitor progress. The LPS PE curriculum is broken down into various topics (different sports/activities) with each topic contributing to a student's overall grade. To ensure reliability and validity pre and post topic assessment methods are used to carefully monitor the progress made in PE.

1. Summative Assessment

Student progress and achievement will be closely monitored using two types of summative assessment; visual assessment and learning check assessment. These two methods ensure a comprehensive assessment process is used to carefully track and monitor each student's individual progress whilst accessing the LPS physical education curriculum. The two assessment methods are carried out as follows:

Visual Assessment (APPENDIX A)

What's assessed

During the first lesson of a new sport each student is assessed on their baseline ability. The grading system is broken down into four areas: no ability, partial ability, good ability, and advanced ability. The criteria for each area of grading is outlined in the scheme of work for each sport and represents all visually assessable aspects for each sport. This is then measured again at the end of the topic.

How it's assessed

The visual assessment takes place at the start and end of each sport topic. The assessment is broken down into six areas for each sport and covers key aspects of performance including skills acquisition, understanding of sport and game rules and use of in game strategies. Students are placed into one of the four grading areas for each aspect of the sport based on their performance against the criteria.

Grading criteria and weighting

The score from each of the six areas is calculated to give an overall visual assessment grade for that sport. This will range from 0-12.

The visual assessment represents **50%** of the student's total grade for that sport.

Learning Check Assessment (APPENDIX B)

What's assessed

The student's theoretical knowledge of the same key aspects of sport used in the visual assessment are assessed in question format. The grading system is broken down into four areas: no ability, partial ability, good ability and advanced ability. This is the same as the visual assessment grading system.

How it's assessed

The learning check assessment takes place at the start and end of each sport topic. The assessment is broken down into six questions, each question giving a maximum of 2 points. The total mark from all six questions is used to give an overall grade between 0-12. Students are then placed into one of the four grading areas: no ability, partial ability, good ability, and advanced ability.

Grading criteria and weighting

The score from each of the six questions is calculated to give an overall learning check assessment grade for that sport. This will range from 0-12.

The learning check assessment represents **50%** of the student's total grade for that sport.

Both the visual and learning check assessments are graded between 0-12. Both assessment grades are used to calculate an average overall PE grade which is representative of that student's ability in any sport. The overall grade will place the student into one of the four grading areas: no ability, partial ability, good ability, and advanced ability. The baseline overall PE grade is then later compared to the post topic data to show how much progress the student has or has not made throughout that period of time.



In the event of non-completion of the learning check assessment, the visual assessment will then represent 100% of the students overall PE grade for that topic

2. Formative Assessment

To maximise progress and achievement, Assessment for Learning (AFL) is carried out both summatively and formatively. Formative assessments are carried out before, during and after individual lessons to re-enforce learning. This more frequent form of assessment is carried out by probing prior subject knowledge and is constantly monitored throughout the lesson against the objectives of the individual lesson. These assessments take the form of Q&A, quizzes, learning checks, peer coaching etc. This assessment method is also used across multiple lessons to link learning within each topic so to re-enforce whole topic knowledge. These more frequent

assessments bridge the gap between the summative assessments to ensure constant, reliable and valid AFL through all areas of the PE curriculum.

3. Written Feedback (APPENDIX C)

A student's progress is compounded and summarised in an end of topic student feedback form that provides both summative assessment grades and written feedback on What Worked Well and Even Better If which falls in line with the LPS student feedback policy. This provides the students with bespoke individualised written feedback about the topic they have just completed and gives clear instruction of how they can improve their knowledge and ability. In addition to providing students with the grades of their assessments it also provides the students an opportunity to comment and reflect on how they feel they have performed throughout the topic. (see appendix C)

4. Target setting

From both the summative and formative assessments, individual targets are set to the students to make them aware of what they need to do to achieve progress. Each lesson has individual targets linked to the lesson objectives that are constantly monitored and probed through the lesson and topic. These are differentiated verbal targets based on student's prior knowledge and skill level. To ensure progress throughout topic areas, students are made aware of the 6 criteria of both the learning check and visual assessments. This makes the student aware of exactly what they need to do in order to progress higher on the grading system (requires improvement, satisfactory, good and outstanding). A target of reaching 1 whole grade up will be set for each student and throughout the topic, it will be regularly explained what that student needs to do (skill and knowledge) in order to reach that target.

5. Progress tracker

Students have an electronic individual topic tracker that records the summative assessment data (pre and post). This topic data is used to produce an overall subject grade which is updated on completion of every topic. Progress is also tracked through paper format, once a topic area has been completed and marked the students individual PE workbook is updated to reflect the progress that has been made.

6. Student underachievement

In the event of continued lack of progress being made throughout the PE curriculum by a student, interventions will be put in place to encourage progress and achievement. More intensive and specific target setting will be put in place for the student who will be spoken to about this target with the PE teacher to ensure they fully understand the expectations and details of their individual target.

Additional interventions such as catch-up, behaviour modification, extensive target reinforcement etc as well as meeting/consultation with student and or parent. All additional interventions will be monitored closely and adjusted accordingly to ensure student has maximal support to achieve progress during PE.

Leicester Partnership School – KS3 education centre

The aim of the behaviour modification programme is to provide students with the strategies to help them improve their behaviour and remain at their school.

The programme is varied and focuses on real life events, situations and dilemmas, which can affect a person's behaviour. All student studying at KS3 centre (except perm ex) are in a mainstream school but are displaying behaviours that put them at risk of future exclusion. Referrals for students are based on individual need. The KS3 education centre offer full time and part time places for students. Typically students attend 5 days, 2, days, 3 days or a single day. The following subjects are taught at the centre.

- Maths
- English
- Science
- PSHE
- ICT
- Art
- Cooking
- PE/Sport

Health and Safety Policy

Introduction

The effective management of safety for the LPS has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
 - a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk Assessment and Planning Before A Lesson

All staff and PE Instructors / Tutors are required to familiarise themselves with the Health and Safety policies of the Service. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the Service's Health and Safety policy and with reference to BAALPE's Safe Practice in Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.

2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

Instructors / Tutors should be aware of:

1. Where to find information.
2. The LPS Safety File containing safety circulars from the LA.
3. LPS Health and Safety Policy.
4. LA Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The Service's behaviour and discipline policies.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff e.g. gymnastics equipment is checked before a unit of work commences.
3. Periodic checks are signed and dated after inspection by lead practitioner of PE
4. Several members of staff are First Aid qualified.

Inclusion

The LPS is committed to inclusion. The PE Instructors / Tutors reflect this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole Service inclusion policy. However; as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the Service's Senior Management Team and having sought guidance from the Service's Inclusion policy and from the LA if necessary.

Cross Curricular Links

PE Tutors / Instructors deliver in other areas within the Service and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

- Science
 - a. Health and Fitness.
 - b. Drugs and Abuse.

- Maths
 - a. Speed.
 - b. Distance.
 - c. Time.
 - d. Measuring.
 - e. Recording.
 - f. Handling Data.

- English
 - a. Speaking and Listening.
 - b. Subject-specific vocabulary.
 - c. Map-reading.

- ICT
 - a. Use of stop watches.
 - b. Use of digital camera and digital video.
 - c. Use of spreadsheets for recording and interpreting data.
 - d. Use of the internet.

- PSHE
 - a. Benefits of exercise
 - b. Awareness of energy drinks
 - c. Healthy eating
 - d. Diet

General

Security

Members of staff are responsible for safety and security of the sports buildings and facilities. The hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out.

Pupils are not to enter the PE storage areas specifically invited to do so by a member of staff, and never without supervision.

Members of staff are responsible for the safety, well-being and conduct of all the students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

Valuables

While every effort is made to ensure that all pupils' valuables and belongings will remain safe and secure during Physical Education lessons, pupils will be reminded that the PE Instructors / Tutors and LPS will not be held responsible for items lost or stolen. Valuables will be collected and stored securely during lessons; however pupils are encouraged to leave items of value at home. Changing rooms will be locked during lessons and no student should be given access to the changing rooms without a member of staff being present. Members of Staff are able to exercise their own professional judgement in this area.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. In PE lessons, the decision to switch lessons indoors will remain with the Instructor / Tutor responsible for that lesson.

Whenever possible the lesson content should be maintained. For example if it is too wet to do High Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.

The LPS is fortunate that because of the quality of indoor facilities it will rarely be necessary to collapse a practical lesson. However in the event that this becomes necessary the department will hold copies of sports related worksheets.

Policy for PE Kit

When pupils are taking part in off-site activities they are expected to wear the appropriate clothing in accordance with the sport and facility. Instructors / Tutors will provide guidance where necessary.

Pupils are expected to be appropriately dressed for PE and sporting activities. If a pupil is unfit to participate in a PE lesson they are still expected to attend the session, however; a note from their parent/guardian will allow them to participate in an appropriate role, be it as coach, scorer, umpire/referee or peer evaluation. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

APPENDIX A

Name – Group – Date -	Badminton - Grade													
		0	1-4				5-8				9-12			
		No Ability	Partial Ability				Good Ability				Advanced Ability			
Demonstrate a consistent level of technique when serving	Pre													
	Post													
Demonstrate a variety of placements with all shots	Pre													
	Post													
Demonstrate clear and appropriate use of the 'clear' shot	Pre													
	Post													
Demonstrate clear and appropriate use of the 'drop' shot	Pre													
	Post													
Demonstrate clear and appropriate use of the 'smash' shot	Pre													
	Post													
Demonstrate a variety of strategies when playing a competitive game	Pre													
	Post													
OVERALL GRADE OF VISUAL ASSESSMENT	Pre													
	Post													
Teachers														

Comments	
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APPENDIX B

PRE

Which direction must you serve during a game of badminton?

Give 2 ways you can vary your shots in a competitive game?

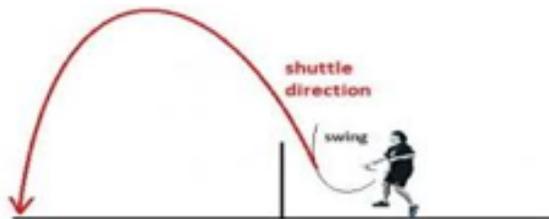
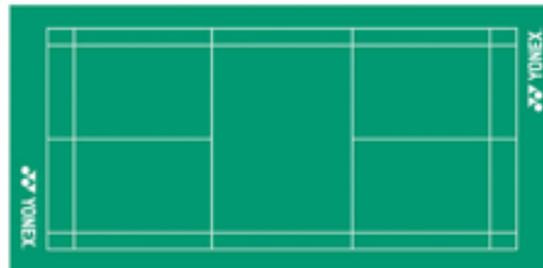
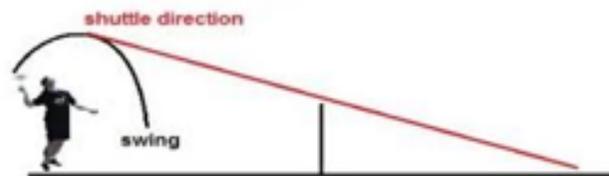
Which area of the court would you hit the shuttle when playing a 'clear' shot?

What area of the court would you hit the shuttle when playing a 'drop' shot?

Describe how much power you should use when playing a 'smash' shot?

Give 2 reasons why you should use different strategies during a competitive game?

BADMINTON



TOPIC KEYWORDS

CLEAR

SMASH

DROP SHOT

SHUTTLECOCK

RACKET

NET

POST

Which direction must you serve during a game of badminton?

Give 2 ways you can vary your shots in a competitive game?

Which area of the court would you hit the shuttle when playing a 'clear' shot?

What area of the court would you hit the shuttle when playing a 'drop' shot?

Describe how much power you should use when playing a 'smash' shot?

Give 2 reasons why you should use different strategies during a competitive game?

APPENDIX C

OVERALL TOPIC FEEDBACK - PE

Name:
Date:

Topic:



**No
Ability**



**Partial
Ability**



**Good
Ability**



**Advanced
Ability**

What Worked Well:

R.E.A.C.H

Effort Grade:

Even Better If:

Staff Signature:

Students Comments:

Student Signature:

Pre

**Learning Check
Assessment:**

Observation Assessment:

Pre Topic Total:

Post

**Learning Check
Assessment:**

Observation Assessment:

Post Topic Total:

