



Parkside Middle School

A Whole School Policy for Physical Education

Overview

At Parkside Middle School we recognise that Physical Education (PE) is a crucial part of every child's education and helps them to lead full and active lives. We are therefore committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

The inclusion of Physical Education in the National Curriculum will ensure that pupils of all abilities benefit from a broad and balanced physical education curriculum, which is progressive, stimulating and challenging. It is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming (Year 5)
- Outdoor adventurous activities
- Health related fitness

Facilities provided for Physical Education

Parkside Middle School offers a wide range of facilities and resources to support the teaching of the Physical Education curriculum. The indoor PE equipment is stored internally in a locked store cupboard off the hall which is easily accessible to staff and supervised children. We have a large sports hall with basketball court and badminton court markings, basketball nets and 4 large fixed climbing apparatus and ropes for gymnastics.

We also have two additional indoor spaces which include a badminton court and open space for alternative activities such as ultimate Frisbee, dodgeball, tri golf and cheerleading. We have eight table tennis tables which are utilized during after school clubs with a community coach as well as during curriculum lessons and two trampolines with crash mats, which again are utilized by a community coach for an after-school club.

Outside facilities include two large MUGAs which hold six netball courts and six tennis courts. We have two large fields with two football pitches and a rugby pitch, as well as a cricket strip, athletics markings – including a long jump pit complete with 30m rubber crumb runway, circular track and sprint lanes.

The outdoor equipment is stored in an easily accessible shed and external store, along with two sets of goalposts and eight netball posts. Off site we have access to the Bromsgrove Sports and Leisure Centre to use the swimming pool for Year 5 curriculum lessons and Bromsgrove School for top up swimming provision.

The importance of Physical Education

Physical Education develops pupils' physical competence and confidence and their ability to use these attributes to perform in a range of activities. Physical Education promotes physical skills, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Our Vision:

Aims

We aim to:

- enable pupils to realise their full physical potential
- develop basic physical skills, improve body awareness and promote physical development
- enable pupils, through exercise, to know about and value the benefits of participation in physical activity at school and throughout life
- develop an appreciation of skilful and creative performances across the areas of activity
- develop problem solving skills e.g. by giving pupils the opportunities to make up and refine their own games, establish self-esteem through the development of physical confidence, as well as develop skills to outwit an opponent
- develop interpersonal skills e.g. by helping pupils to be aware of their roles as members of teams and groups and taking account of others' ideas
- develop an appreciation of the principles of safe practice, Programme of Study

PE is a compulsory National Curriculum subject therefore teachers should monitor participation. Any pupils unable to participate for any reason must have a written note in their planner. There will be regular communication with parents regarding children whose PE attendance may be considered a cause for concern.

Physical Education National Curriculum Planning and Organisation:

- each class is timetabled so that they can access the hall at least twice a week regularly.
- the playground areas, field and MUGAs are used to facilitate activities such as outdoor activities and games
- teaching staff deliver high quality PE activities/lessons for 2 hours per week
- swimming lessons are provided by qualified teachers from Bromsgrove Sports and Leisure Centre
- coaches from local sports clubs regularly provide additional extra-curricular opportunities for extending the PE curriculum
- after school sessions run weekly by PE specialists for all year groups with a different focus each half-term
- all pupils are given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.
- the school has strong links with the local High Schools who provide sporting opportunities for our pupils to participate and engage in, both in competitive and non-competitive sport.

National Curriculum Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities.

Key Stage 2 Programme of Study

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination:

- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges for both individuals and teams
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Key Stage 3 Programme of Study

Pupils should be taught to:

- use a range of tactics and strategies to overcome opportunities in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)
- develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Differentiation

Parkside Middle School uses a range of teaching approaches within Physical Education in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs, and offering activities, which can be differentiated through outcome. Progression is built into the schemes of work with leveled success criteria's and differentiated activities for lower ability, middle ability and higher ability children available in the starter, main and plenary task. Furthermore, an extension activity is included on all plans to challenge Gifted and Talented pupils. Guidance on LSA support in PE has been given to all Support Assistants to ensure sufficient support is provided to children with a statement. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.

Equal Opportunities

Parkside Middle School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, attainment or background. We follow the physical education national curriculum, therefore covering all areas of activity with every child. The children are in single and mixed sex classes and are expected to support each other through success and difficulties. In the physical education out of hours clubs Parkside Middle School provides access to all children.

Out of School Hours Learning

We have a dedicated PE department at Parkside which is made up of specialist PE teachers and additional teachers who give up their time to facilitate and deliver activities during out of school hours. We also have specialist coaches who come in to run an extensive, extra-curricular timetable where activities change between half terms.

Clubs run during lunch 12:30pm – 1:00pm and after school 3:15pm – 4:15pm. Clubs on offer as extracurricular at Parkside include, Football, Girls Football, Netball, Rugby, Dance, Trampolining, Cricket, Basketball, Hockey, Dodgeball, Rounders, Karate, Gymnastics, Athletics, Cross Country, Table Tennis, Tennis, Circuit Training, Futsal and Young Sports Leaders' Award. Parental consent is obtained for all children accessing an extra curricular club and registers are taken to monitor attendance and ensure an accurate record of those attending in case of a club cancellation. In situations when a club has to be cancelled a text is sent home to all parents and carers.

Inclusion

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

- Modifying activities – changing an element of the activity to allow a child to join in. eg...equipment, boundaries, rules, etc...
- Parallel activities - Children work on similar activities alongside each other, therefore succeeding to their own ability.
- Separate activities – In some cases it is not beneficial for a child to be included, therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication, for example inhalers, these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

Assessment, Recording, Reporting

Assessment of the children's progress in PE is a part of the teaching cycle. Assessment procedures take place on two levels:

- Formative – The children's progress in PE lessons to keep track of ability levels and plan accordingly. Registers are used in every lesson and pupils allocated a 1, 2, 3 or 4 depending on the extent to which they meet their milestones for that lesson. Peer assessment and self-assessment opportunities are incorporated within the plans and resources for this are provided. Assessment levels are recorded to allow:
 - Summative – pupils participate in an assessment lesson at the end of each 4 – 6 week sports block which is recorded on our mark sheet assessment grids on SIMS and communicated to the pupils.
 - Use of ipads during assessments allow the PE Department to evaluate the progression and success of pupils.
 - Previous grades are communicated to show progress made across the year.
 - All pupils self-assess and evaluate their learning at the end of each PE lesson through a variety of assessment methods.

The annual report to parents is published in the summer term, and consultation evenings held in the autumn and spring terms.

Risk Assessment

Risk assessments are a legal requirement under the 'Management of Health' and 'Safety at Work Regulations 1992.' Risk assessments are largely a process of logic, common sense and sound planning and should be applied to any activity that forms a part of the PE programme.

It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. THE HAZARD). Once "the hazard" is identified then RISK control means that precautions should be implemented which minimise or prevent harm.

Regular checks and risk assessments should be made by all teachers as well as ongoing risk assessments which are made periodically, e.g. annual safety checks and repairs are carried out on gymnastic equipment. However, staff should check apparatus as it is being taken out and used in every lesson.

If a significant hazard is identified eg an item of broken equipment, it should immediately be taken out of use and reported to the Head of PE /Head Teacher/Site Health and Safety Officer (BAM FM, the caretaker).

Staff Responsibilities

The Head of Girls' and Boys' PE have overall responsibility for the organisation of the PE curriculum. The H O P E key roles are:

- to monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues
- to organise resources through carrying out a resources audit, ordering new resources and managing the PE curriculum budget effectively.
- to support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading Curriculum Development Meetings and giving advice on assessment and recording
- to communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricular activities that relate to Physical Education.

Safe Practice

Children learn about safe practice across all year groups and activities. In particular, they learn:

- to respond readily to instructions and signals within established routines
- to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition
- to understand safety risks of wearing inappropriate clothing, footwear and jewellery
- to know how to lift, carry, place and use equipment safely
- to understand the importance of warming up for and recovery from exercise, thus preventing injury
- staff should be aware of any children with special educational needs.

Wet Weather Provision for Games lessons

If the planned session is unable to be delivered due to bad weather, then the hall can be used for an indoor session of either the planned work adapted to the hall or a fundamentals session, provided the hall is not being used by another timetabled session. If the hall is unavailable, then a classroom session shall be undertaken, drawing on the theoretical aspects of physical education, such as basic anatomy and physiology, exercise and physiology/biomechanics.

Non-Participants

If, for whatever reason, a pupil is unable to take part in a session due to injury, a note from a parent/carer is required. During the lesson the pupils is asked to complete a 'nonparticipant' activity, which involves peer assessment, identification of key teaching points and umpiring / refereeing small games if appropriate.

However, if the pupil has forgotten their kit, the pupil will be expected to put on a spare kit provided. On the first occasion of forgotten kit a verbal reminder will be given, on the second occasion, a written reminder will be issued in planners followed by a lunchtime detention.

All kit must have a name or initial on the inside of each garment. If the child's kit has become lost in the changing area, all reasonable efforts will be made to help find the kit. Spare kit will be allocated to any child who has forgotten kit.

The above policy regarding forgotten kit and non-participants is outlined in a PE department booklet, which is read and signed by all parents when their child begins Parkside Middle School.

Organisation

The dance and gymnastics curriculum are covered within the second half of the autumn term and the spring term. The games curriculum is covered in the autumn term (outdoors for the majority of the time) and also in the first half of the spring term. The athletics and outdoor adventurous activities are covered in the summer term. These take place outdoors on the school field. In Year 5 the children access the swimming curriculum. This takes place throughout the academic year, each class in Year 5 receives six sessions, one per week over a period of thirty weeks.

Sports out of hour's clubs are ongoing throughout the terms. Outside agencies and professional sports coaches are welcomed into the school to work with pupils both in curriculum time and after school. Sports Day takes place in the final summer term, for Key Stage Two and Three. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement.

Pupils must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear. Children participating in out of hour clubs must wear full Parkside PE kits and are permitted to leave school wearing PE kits. However, following a PE lesson, pupils must change back into their Parkside uniform, unless they have a sporting fixture where permission in advance has been given to wear PE kit. No exceptions will be made.

All regular PE rules apply through the clubs. All games lessons follow a structure of a warmup routine, skill development, games context and a cool down. All gymnastics lessons follow the structure of a warmup routine, floor-work, skill development / apparatus and a cool down. All dance lessons follow a structure of a warmup routine, isolated skill progression, composition development and a cool down. Pupils take part in festivals of sport and any other opportunities to work with and compete against pupils from other schools.

Date of Policy: September 2020

Review Date: September 2022

Headteacher.....

Chair of Governors.....