



# Physical Education Policy

## INTRODUCTION

Physical Education (PE) develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It has the potential to stretch pupil's minds and develop a range of characteristics through social, personal, physical and cognitive elements. It enables pupils to develop physical literacy and become confident learners through participation in planning, performing and evaluating. PE also helps pupils to develop important attributes such as respect and responsible behaviour.

In PE pupils should be given the opportunity to develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they should think about what they are doing, analyse the situation and make decisions. They also need to reflect on their own and others' performances and find ways to improve them. As a result, pupils will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity to help them make informed choices about lifelong physical activity.

The purpose of the document is to clarify to staff, governors and parents the place of Physical Education in the school curriculum.

## AIMS AND PURPOSES

The aims of the National Curriculum are to create "responsible citizens, confident individuals and successful learners" and these aims are all achievable through PE.

PE at Witton Middle School aims to:

- To provide a range of opportunities to develop physical, social, personal and cognitive skills in an active environment;
- To educate pupils about having healthy, active lifestyles;
- To offer a range of sporting opportunities within PE lessons and through extra-curricular activities;
- To promote a safe and fair environment where good sportsmanship is highly valued;
- Provide pupils with a range of leadership opportunities to build confidence and self-esteem;
- To involve pupils in the planning, performing and evaluating process of learning.

## PROGRESSION/CONTINUITY

Progression is important and continually needs to be evident. However, regular reinforcement of the skills learnt in previous years or units is important to ensure that progression is made. Liaison between feeder schools and the High School is important to ensure that targets for KS2 and KS3 are met.



All skills identified in the National Curriculum are covered across a range of activities in all year groups. However, specific skills have been identified as priorities for each year group (these are outlined below).

## YEAR 5

### Acquiring and Developing Skills

a) consolidate their existing skills and gain new ones;

b) perform actions and skills with more consistent control and quality.

### Selecting and applying skills, tactics and compositional ideas

a) plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities;

b) develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness;

c) apply rules and conventions for different activities.

## YEAR 6

### Evaluating and improving performance

a) identify what makes a performance effective;

b) suggest improvements based on this information.

## YEAR 7

### Making and applying decisions

a) select and use tactics, strategies & compositional ideas effectively in different creative, competitive & challenge-type contexts;

b) refine and adapt ideas and plans in response to changing circumstances;

c) plan and implement what needs practising to be more effective in performance;

d) recognise hazards and make decisions about how to control any risks to themselves & others.

### Evaluating and improving performance

a) make decisions about what to do to improve their performance & the performance of others.

As pupils reach Year 7 the expectation in PE increases quite rapidly. Pupils are expected to lead their own learning without constant guidance from the teacher. The focus changes from developing performance skills to leading/coaching peers to develop their performance. As pupils progress through the school, they will be encouraged to take on new roles within PE, not just that of a performer.

## **LEARNING AND TEACHING**

PE teachers need to employ a range of teaching styles/strategies, in order to cater for a range of pupil's ages, abilities, needs and attainment levels. There needs to be the flexibility to use a variety of teaching strategies in one lesson (see *Mosston's spectrum below*). Some activities in PE do require a command teaching style but not throughout the whole lesson. Pupils need to discover their skills and find their own way of solving a problem or completing a task. Mistakes need to be made in order for pupils to learn, however feedback from a teacher/peer is needed to recognise these mistakes.

### ***Mosston's spectrum of teaching styles***

<b>Style</b>	<b>Learning Intention</b>
Command	All decisions are made by the teacher
Practice	Pupils execute teacher-prescribed movement task on their own
Reciprocal	Partner helps in some teaching/coaching prescribed by the teacher
Self-check	Teacher plans and pupils monitor their own performance against a criteria
Inclusion	Task planned by the teacher and pupils monitor personal progress
Guided discovery	Teacher provides clues to solving movement problems
Problem solving	Pupils find answers to problems set by the teacher
Individual	Teacher sets content and pupil plans the program/activity
Learner initiated	Pupil plans the activity and submits evaluation to teacher
Self-teach	Pupil is the teacher and learner, taking responsibility for own learning

PE at Witton is trying to adopt an environment where pupils lead their own learning and the 'Sport Education' teaching approach has been implemented to encourage this. Pupils all learn in different ways (kinaesthetic, visual and auditory) and teachers need to allow for these different learning styles when teaching PE.

## **MEETING THE NEEDS OF ALL LEARNERS**

Witton Middle School recognises that pupils have different abilities and ways of making progress. The module plans in place allow for pupils of all abilities to take part and reach their individual potential. The units reflect differentiation by resource, task and teacher support/interaction. Every group of children is different and differentiation in PE can often

be spontaneous and can be as simple as a few words of advice, an extra demonstration, use of different equipment, a modified version of a game/task or help from a peer. Children aren't divided into ability groups for PE, instead they work in mixed ability groups in order to allow pupils to support each other and have the opportunity to see a range performance levels in action. PE at Witton not only aims to provide support for the children who need it but also challenge pupils to aim higher.

## **BASIC SKILLS AND CROSS CURRICULAR LINKS**

PE has great potential for developing links with other subjects and such links are actively sought and encouraged. Opportunities to develop basic skills in English, Mathematics and Communication skills are highly valued and planned for.

Cross Curricular links exist within:

**English** - group discussion and interaction, talking effectively as members of a group, responding to evaluative comments. Recording progress and peer assessment feedback.

**Science** – how the body works, the effect exercise has on heart rate, muscles within the body and how they help us to move, the importance of exercise for good health.

**Music** - explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

**ICT** - video recordings of their sequences and dances to compare ideas and quality, video cameras and footage of actions, balances and body shapes to improve their performance.

**Geography** – using maps and following a course in orienteering.

**PSHCE** – the importance of a healthy diet and the effect of alcohol and drugs on the body.

**Citizenship** – the importance of following rules, teamwork, election of leadership and decision making.

**Maths** – OAA problem solving activities, keeping scores and data handling.

## **RESOURCES**

Witton Middle School has a broad range of equipment and resources to offer pupils within PE in order to enhance their learning. With a wide range of activities on the curriculum, the pupils experience lots of different equipment and resources throughout their time at Witton.

In addition to the equipment and resources available, Witton also has a range of facilities used within PE. Its extensive outdoor grounds are used for many activities all year round, it includes: football pitches, rugby pitches, an athletics track, netball and basketball courts and a cricket and rounder's pitch. The gym and hall are used for a number of activities including: gym, dance and basketball. Facilities in the community such as Droitwich Leisure Centre are also used for swimming lessons and hockey practices on the astroturf. Nearby activity centres are utilised to offer opportunities for children to experience outdoor adventure activities in Upton Warren and Malvern Outdoor Centre.

## **HOMEWORK**

Please refer to our Homework Policy for additional guidelines.

## **ASSESSMENT**

Assessment practice should reflect agreed principles as outlined in the school's assessment policy document. The learning outcomes and assessment opportunities in each unit of the scheme of work show how pupils might demonstrate what they have learnt. It is not necessary to make detailed individual records for each child but teachers should make notes where a child's progress differs markedly from the rest of the class. Formative assessments should be made by the teacher as part of the planning cycle to help inform the next stage of teaching.

Assessment in PE is a continual process according to the criteria set for each module of work. Pupils are assessed in relation to the National Curriculum attainment levels and these are based on the pupil's ability to: plan, perform, evaluate, work safely, cooperate with others and take responsibility for their own health and fitness. Pupils are not only assessed by the teacher but are given opportunities to peer and self-assess their performances. Progress and achievements are reported to parents on an annual basis and targets are set for the future.

## **HEALTH AND SAFETY**

Health and Safety is essential in PE and all staff must follow the guidelines set out in the 'Safe Practice in PE and Sport' manual. All staff that teach PE will be kept up to date with any healthy and safety changes. At Witton Middle School it is clear that safe practice in PE includes:

- Effective safety education
- Good teaching
- Good organisation
- Risk assessments.

## **EQUAL OPPORTUNITIES**

Physical Education at Witton Middle School is accessible to all pupils regardless of ethnicity, culture, gender or disability in ways appropriate to a pupil's age, development and individual ability.

Equal opportunity in PE is achievable through the creation of an environment which enables pupils to fulfil their potential, to learn to respect and value one another. Pupils are treated as individuals who have their own skills, attitudes and abilities. Equal opportunities enhance their individuality and enable every pupil to have the same chances as everyone else. PE at Witton Middle School ensures equal opportunities by:

- Recognising that pupils are individuals with their own, skills, attitudes and abilities
- Providing a balanced curriculum to cover the needs of all pupils
- Challenging stereotyping of activities according to gender
- Having equal time allocations for boys and girls activity areas
- Providing equal access for boys and girls to a broad range of extra-curricular activities
- Having equal access and use of resources to boys and girls
- Providing access to expertise of all staff by boys and girls of all abilities

- Ensuring that boys and girls are not disadvantaged by mixed sex groupings
- Providing appropriate clothing for PE lessons for socially disadvantaged pupils.

### **PROMOTING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

PE at Witton Middle School helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

### **MONITORING AND EVALUATION**

The subject manager will be responsible for monitoring and evaluating planning and practice in this subject area. Short term planning will be monitored on a regular basis to ensure adherence to National Curriculum requirements, the school long-term plan and scheme of work. Such monitoring will also check equal entitlement for classes within the same year group. The results of continuous monitoring will closely inform development of the management of PE, including budgetary implications.

Lesson observations will serve to ensure that staff are implementing high quality PE in all units; are following the necessary health and safety requirements and are responding to pupils ability levels to ensure at least good progress in made at all levels.

Questionnaires/interviews will serve to highlight strengths and areas for improvement in specific units. It also offers pupils/staff a chance to voice their opinions/ideas about how to improve units and where more support/guidance is needed when teaching the units.

Monitoring will include:

- Pupil and staff questionnaires
- Lesson observations, feedback and action plan
- Pupil interviews.

### **REVIEWING SCHOOL POLICY**

This policy will be reviewed by the subject co-ordinator every year and amendments discussed with senior leadership, staff and Governors. This time-scale may be adjusted, if necessary, in the light of new legislation or key issues identified by inspection.

### **ASSOCIATED POLICIES**

Health and Safety Policy

Homework Policy

This policy appears on the school website.

Prepared by: B Tudgay	Responsibility of: B Tudgay
Agreement Date: April 2017	Review Date: April 2017
This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.	

### VERSION CONTROL

Date	Version	Approved by	Title	Changes
	1	Full Governors	PE Policy	School responsibilities updated
01.04.17	2	Full Governors	PE Policy	School responsibilities updated