



STEP Academy Trust

Physical Education Policy

Date of Policy : November 2015

Review : November 2018

Introduction

We believe a high quality Physical Education (PE) provision is integral to the health and wellbeing of our pupils. PE helps to build motivation, confidence and physical competence and thus, it provides our pupils with the strong foundations needed to sustain a lifelong participation in physical activity and sport. PE presents our pupils with opportunities to discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Pupils learn ways to succeed and excel in physically demanding and competitive sport and this helps to build character and embed important values such as fairness and respect.

To be read in conjunction with the following policies: Teaching and Learning, Assessment, Marking and Presentation, EYFS, English, Maths, Science, Computing, Arts, RE, MfL, SRE and relationships, RRS and Homework.

Our curriculum 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
- lead healthy, active lives.

Inclusion: All pupils within STEP Academy Trust are provided with full access to the national curriculum for PE. Step Academy staff will endeavour to help all pupils to reach their full potential in PE, irrespective of race, gender, age or ability.

Differentiation: In PE lessons, differences in individual needs will be carefully catered for in PE using the STEP differentiation framework. STEP PE staff should consider:

Space (Where?)

- Alter the size and shape of the working area
- Change the direction and pathways that children use
- Adjust personal or group space

Task (What actions? How?)

- Vary the actions or task you give children and how they are to do them
- Link the changes to other dimensions, such as timing or duration

Equipment (With what?)

- Use different types of equipment and resources
- Use ICT (cameras, interactive whiteboards and software)
- Consider varying the play surface used

People (With whom?)

- Organise the groupings of children, by ability or learning style
- Vary the level of support given

Additional interventions are in place to support specific groups of children, including those with specific physical needs and the gifted and talented.

PE and Sport Premium Funding: The PE and Sport premium funding is used to improve the quality and breadth of PE and Sport within our academies. Details of how each academy spends this funding, and the effect it has had on pupils' participation and attainment can be found on the academy websites. This document is to be reviewed and updated on a termly basis.

Attainment Targets: By the end of each key stage, pupils within STEP Academy Trust are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Early Years Foundation Stage: Pupils should be introduced to a range of activities aimed at developing confidence, control and coordination in large and small movements.

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2: Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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 both individually and within a team
- 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.

In particular, 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.

Assessment, recording and reporting: Formal assessment take place on a termly basis, using the assessment criteria set out in the Association for Physical Education (AfPE) assessment guidelines for KS1 and KS2. Pupil progress is to be recorded and all pupils receive a written report during the summer term.

Planning and preparation: PE lessons must be carefully planned and prepared for. Materials and resources should be in place before the start of lessons, ensuring a prompt start. Visual aids should be prepared and clearly displayed to aid the learning process. At the end of the lesson resources should be packed away so that the next lesson can start promptly.

Additional Adult Support: STEP PE staff and teaching assistants (TAs) are encouraged to work as a team. A teaching assistant's involvement in every PE lesson should be communicated before the start of the lesson and resources should be ready prepared. STEP PE staff must be clear in their plans as to how they would like their TAs to support during every stage of the lesson. Lesson plans are to be made available to TAs in advance.

Quality of teaching and learning: As part of the performance management process, STEP PE staff will be observed teaching on a termly basis. Lesson observations are written and verbal feedback is given in all cases. STEP PE staff are also encouraged to observe one another, so that excellent practice can be shared.

Health and Safety

Risk Assessment: STEP PE staff must carry out site and activity specific risk assessments using the guidance contained in the AfPE publication "Safe Practice in Physical Education and School Sport (2012)".

Resources: PE equipment should be catalogued and where possible, stored in designated PE cupboards. Gymnastics apparatus must be maintained and checked yearly. Any damaged or broken equipment should be reported to the academy site manager immediately. STEP PE staff should review the suitability of equipment to ensure it is appropriate for the range of ages, abilities and needs of children.

Pupils should be encouraged to:

- Look after the resources

- Use different resources to promote learning
- Return all resources tidily and to the correct place
- Be told of any safety procedures relating to the carrying or handling of resources.

PE Kit: For all curricular and extracurricular PE and Sport, pupils must wear a PE kit. PE kit allows for safe and comfortable participation in physical activity, whilst promoting a sense of belonging to our community. All jewellery must be removed and long hair tied back. During some indoor activities, pupils will need to perform in barefoot as a matter of safety. For swimming lessons, pupils must wear swim shorts or a bathing costume. Goggles and swim hats may also be worn.

Non Participation: If a child is injured or unwell, we ask that parents and carers communicate with the school offices, the class teacher or a PE teacher via letter, email or telephone. Pupils who are excused will still be involved in the learning process, through the role of a leader, coach, commentator or referee. Pupils who fail to bring in the correct PE kit will be required to borrow spare kit. Failure to bring the correct PE kit will result in a letter home and if this is a continuous problem the Coach, Class Teacher or Office Manager will make a phone call home relaying expectations.

Staff Attire: STEP PE staff should be dressed appropriately for physical activity, wearing suitable footwear to enable them to move freely and safely.

Injuries and emergencies: All injuries are to be dealt with by a qualified first aider. Injured children should be seated in a safe place to receive the necessary first aid. In the event of an emergency, a member of staff is to remain with the injured child at all times. Another member of staff or a responsible pupil will be sent to gain further assistance. Parents or carers, and emergency services will be alerted if necessary. Injuries are to be reported on an accident report slip.

Extra-curricular activities

Our STEP academies offer a range of extra-curricular clubs to help widen opportunities for our pupils to be physical active in school. Sports clubs provide a safe environment for play, social interaction and the opportunity to extend their interest and involvement in PE and Sport. Sports clubs also provide a platform to develop leadership skill in our young sport leaders.

Competitive School Sport

STEP Academy pupils benefit from an extensive competitive school sports provision which includes inter-school sports fixtures, tournaments and festivals. In the summer term, each academy holds an annual Sports Day.

Community Links

STEP PE staff should actively sign post pupils to kite marked clubs within the local community. Effective, established and long-term community links allows for:

- Extended professional development opportunities
- Sharing of good practice
- Greater opportunities for inter-school sports tournaments
- Talent identification

Healthy Schools

STEP Academy Trust is committed to developing healthy children with positive attitudes to exercise and diet. Pupils are encouraged to exercise regularly and eat healthily. Our academies participate in the Healthy Schools initiative offering each child a free fruit or vegetable each day. Our onsite kitchens offer every child a healthy lunch, cooked freshly at school, every day, and healthy snacks at break times. A vegetarian choice is always provided and, if notified, we can usually cater to special dietary needs. During Healthy schools week, parents and pupils are invited to take part in a number of physical activities and healthy eating workshops.