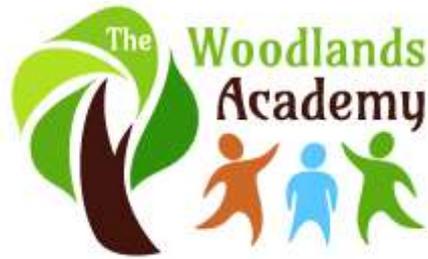


Physical Education Policy

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S. Barker
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Subject Leader
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Signature
G B Weekes



Physical Education Policy

Introduction

Woodlands Academy believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to our student's physical, social and emotional development and wellbeing. A broad and balanced physical education curriculum is intended to provide for students' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable and appropriately challenging learning experiences for all students. Offsite physical activities are an integral part of physical education across the Key Stages.

Aims and Objectives

- To build self-confidence and self esteem
- To develop body awareness and explore movement in a variety of ways.
- To develop skills of coordination, gross motor skills, manipulation and movement.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To develop an understanding of the importance of the effects of exercise on their physical and emotional wellbeing.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop social skills through interactions and paired, group and team activities.
- To develop emotional resilience to cope with disappointment and failure through physical activities and games.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.
- To enable students where possible to work towards independence and to communicate positively towards others
- To give our students the opportunities to develop and practice leadership skills.
- To give our students the opportunity to try new activities, develop new skills and grow in confidence, increasing self-esteem.
- To give students opportunities to take part in competition both intra and inter school.
- To give students the opportunity to experience a range of physical activities in the community, with the aim for them to feel confident to continue accessing them into adulthood.

Organisation and Content

Students have 2 hours of timetabled PE each week including Wake and Shake activities (10 minutes each morning) and movement break throughout the day, in line with the Academy's Sensory Guidelines. These involves a variety of structured activities such as dance, circuits or running games.

The Equals Schemes of Work are used for some areas of PE in particular the semi-formal learners. Teachers who have expertise in Special Education have written these Schemes of Work.

Delivery

- Trained staff deliver instruction in PE lessons across all key stages led by the PE coordinator, Su Barker.
- PE is taught in class groups except in KS4 where students are grouped by ability, where possible.
- Specialist instructors deliver gymnastics and swimming sessions.
- Staff having completed specific training deliver rebound therapy.

Curriculum

We provide a range of activities and sports adapted to the individual needs of our students. These include:

- Swimming
- Gymnastics (currently at Scarborough Gymnastics Academy)
- Invasion games including bench ball, football, tag rugby
- Net and wall games including volleyball, short tennis
- Striking and fielding games including rounders, Quik cricket
- Boccia, New Age Kurling
- Health Related Fitness
- Athletics
- Dance
- Rebound Therapy (in addition to their PE lesson for our ASD/SLD students)
- Horse riding (targeted group ASD/SLD)
- Gym – KS3/4 students (Compass Gym)
- Outdoor Education:
 - Mountain biking – both on and off site
 - Adapted Bikes
 - Orienteering – on and off site
 - Cross Country running

As part of the buying in to the Special Schools Sports Partnership:

- 2 bids are summited each year on our behalf to fund more specialist provision eg adapted bikes, kayaking, climbing (2 X 6 week sessions)
- Access to SSSP sports festivals and competitions throughout the year.

Student in KS4 have the opportunity to take part in a residential OAA experience – past years have included sailing and camping.

Extra-Curricular Activities

- Weekly running club at lunchtimes (throughout the year)
- Weekly Scarborough and Ryedale Community Cycling adapted bike club (Summer Term only)

Links to other areas of the curriculum

- The delivery of PE will aim to contribute to learning across the curriculum by providing opportunities for pupils to develop the key skills of:
- Communication (verbal and non-verbal) e.g. giving feedback, explaining intentions, giving signals, using gestures and sign language, responding to music and other sounds.
- Life skills
- Recreational skills, which can be used throughout pupil's lives, in various social settings.
- Science: Physical Fitness components relating to Science i.e. strength, endurance, forces, and cardiovascular health.
- Application of number through repetition counting and timed activities i.e. circuit training, counting while stretching or running laps
- Working with others through taking a variety of roles in groups and teams in cooperative activities, weight management, and overall healthy lifestyle education. – P.S.H.C.E
- ICT has been introduced through use of photos and video used for assessment and high quality skill analysis.
- In KS4 ASDAN accreditation through Sport and Leisure Modules and Open Awards (where appropriate)

Health & Safety

- Planning for all key stages includes risk assessment of the activity and environment.
- Checks are made at the beginning of each lesson for appropriate:
- Footwear (trainers)
- PE kit (school uniform)
- Jewelry
- Hair (tied back if long)
- Headwear, sunscreen (in hot weather)
- Appropriate clothing (in cold weather)
- Water is always available

Medical conditions

PE staff must be familiar with:

- The medical conditions and emergency procedures for pupils as detailed in student care plans
- School's first aid procedures and other relevant health and safety policy.
- When cover for PE staff is required, staff that are competent in the field of physical activity with young people and aware of all the health and safety issues surrounding PE should only take practical lessons. When cover staff do not meet these criteria non-practical work is available

Assessment and Progress

Pupils are currently assessed against pre-set criteria by a variety of methods namely:

- PEVATS P1- L4
- Fundamental of Movement Skills Wheel
- On-going weekly Evaluations/Reviews/ Assessment
- Discussion
- Observation

Assessment allows for appropriate targets for learning that:

- Build on pupils knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- Are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn
- Allows for teachers to analyse pupil progress and plan for their future needs

Monitoring and Evaluation

This policy will be reviewed as the population of the school changes using a variety of methods:

- Observation of lessons
- Monitoring of planning and evaluations
- Analysis of pupil progress – FUNS assessment wheel
- Analysis of pupil progress by assessment results through PEVATS
- Staff feedback
- Student feedback

Monitoring and Evaluation

The quality of the teaching and learning of PE will be monitored by the Subject Leader and by the Senior Leadership Team during classroom observations and 'learning walks'. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of PE, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academy's commitment to high achievement and effective teaching and learning
- Monitor the progress made by pupils and progress towards achieving subject plans and targets.
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, data analysis, pupil interviews, drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.
- Ensure that there is continuity and progression in the planning and teaching of PE throughout the school.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to PE.

- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation for PE.
- Organise and maintain a catalogue of resources.

Monitoring and Review

The PE policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The Subject Leader will report on this to the Curriculum Committee annually. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

Future Developments

The PE department will address the tasks of the school development plan. It will also continue to:

- Improve links with other schools and organisations.
- Be involved in the SSSP, working closely with the SS Co to provide appropriate and varied physical/sporting opportunities for Woodlands Academy pupils.
- Work towards maintaining Gamesmark Gold

Appendix 1: Key Documentation

This policy should be read in conjunction with the following policies / guidelines:

Curriculum, Teaching and Learning Policy
Sensory Guidelines
Health and Safety Policy

The following documents have informed this policy:

Special Educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Games Mark
<https://www.yourschoolgames.com/how-it-works/school-games-mark/>

Safe Practise in Physical Education, School sport and Physical Activity
<http://www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/>

The Equals Schemes of Work
<http://equals.co.uk/schemes-of-work-for-the-national-curriculum/>

National Curriculum P.E.
<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>