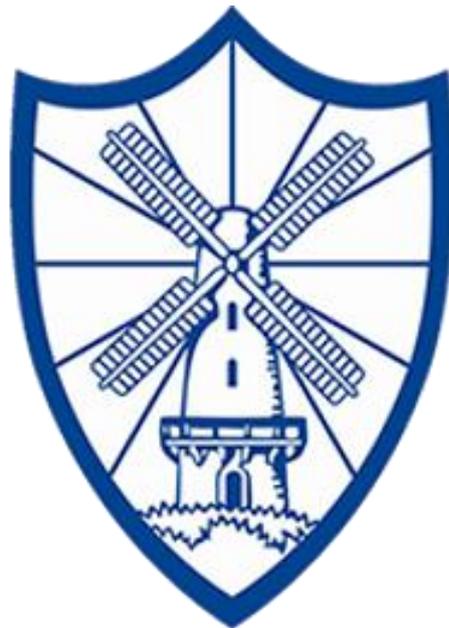




Meopham Community Academy



Enjoy, Learn, Aspire

Physical Education Policy

This policy was reviewed by: Richard Stevenson, PE Subject Leader
Date: February 2018
Approved by Governors: February 2018
Next Review Date: February 2019

Rationale

Physical Education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy lifestyle. The context is mainly a physical one.

We aim to enable children to become physically educated by giving them the opportunity to:

- develop physical and cognitive competence and confidence in the skills of planning, performing and evaluation comments
- promote physical activity and healthy lifestyle
- develop positive attitudes
- ensure safe practice
- develop interpersonal skills which have much wider application.

Principles of Teaching and Learning

Breadth and Balance

The National Curriculum physical education orders will be the basis of our physical education programme. Children working in the Foundation Stage will progress towards the Early Learning Goals for Physical Development. Towards the end of the academic year, people will begin to make transition from Early Learning Goals to National Curriculum programmes of study for Key Stage 1. At Key Stage 1 aims will be reached through dance, games and gymnastics activities. At Key Stage 2 they will be met through dance, gymnastics, games, athletics, outdoor and adventurous activities, balanced out throughout the year. In Year 3 all children will be given the opportunity to become proficient in swimming up to 25 meters on their front and back, as well as learning basic water safety skills.

The programme for physical education lessons will include a variety of team and individual, co-operative and competitive activities, which when taught and organised well will allow pupils to work together for the mutual benefit of all.

Premier Education

Throughout their time at Meopham, all children from Years 1-6 will be provided with opportunities to participate in specialist coaching sessions which will be delivered by instructors from Premier Education. Coaches will carry out assessment of the children throughout the sessions which will help to inform teacher's final assessments of pupils. Premier Sports will also deliver a boys and girls lunchtime football club to Years 5 and 6 throughout the year.

Teachers will work closely with coaches to ensure that their abilities and 'best practice' within the subject both continue to develop and progress.

Cross-curricular Skills and Links

Physical education offers an added dimension to the whole academy and wider academy curriculum and the wider life of the academy, for example in music, art, literacy, numeracy, science and personal, social and health education and citizenship. Coverage is identified in our themed Learning Journeys, where appropriate.

Teachers will give pupils opportunities to use ICT to support and develop their learning, data handling, research and retrieval skills, and for showing good practice by professionals wherever possible in Key Stage 2.

Assessment Recording and Reporting

Assessment is made by continuing teacher observation, including formal summative Foundation Subject records at the end of each term. Children will be encouraged to self-evaluate and take an active role in their learning. The annual report to parents is based on recorded evidence and pupil achievement against the expectations of their year group.

Inclusion and Equal Opportunities

Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well-being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils within the academy:

- Girls and boys
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with specific educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children; young carers; those from families under stress; pregnant schoolgirls and
- Any pupils who are at risk of disaffection and exclusion

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged in the academy. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society. All pupils have an entitlement to experience, enjoy and express themselves in physical education through the academy's provision. In order to realise this, teachers will guide individuals towards physical education activities and experiences in which they can succeed. They will provide appropriate resources and relevant tasks to meet pupils' needs.

An inclusive curriculum in PE is based on differentiation, flexible lesson organisation and a commitment to integration. Below are some key points that demonstrate good practice;

- Teaching physical education to pupils with special educational needs is simply an extension of good practice.
- All pupils can benefit from physical education, and the teacher should be open to new approaches to increase inclusion and participation of the widest range of abilities in physical education lessons.
- There are numerous differentiation strategies, and these should be used selectively in planning and teaching.
- Pupils can experience physical education through a number of organisational approaches, from separate to fully inclusive activities.
- Teachers need to be familiar with the five-stage procedure outlined in the SEN Code of Practice.

Health and Safety

Pupils are required to wear suitable PE kit during lessons to ensure their safety, including wearing their hair up at all times in physical education lessons. The current Code of Practice for Physical Education, Games, Sports and Outdoor Education states that 'watches, jewellery, rings and earrings, belts with metal buckles and other unnecessary encumbrances likely to prove dangerous to the wearer or to others should not be worn'. This follows national advice issued by the British Association of advisers and Lecturers in Physical Education (BAALPE). In light of this, pupils are expected to remove jewellery, including earrings prior to PE lessons. We suggest that new ear piercing should be carried out at the beginning of the summer holidays so that children have worn their earring for the recommended 6 week period whilst off school. Unfortunately, if children are unable to remove their earrings due to insufficient healing time, they will be unable to participate in PE lessons. This does not apply to medical alert bracelets or necklaces.

Pupils will also wear protective shin guards for activities that are deemed appropriate (hockey, football etc.) and mouth guards have been recommended to parents as an additional protective measure although not compulsory – conducted within the guidance of BAALPE 'Safe Practice in Physical Education.

Pupils will be taught the correct and safe way to carry and use equipment and will be supervised at all times. The children, under supervision and at teacher's discretion may collect equipment. The exception to this is large or heavy equipment, such as netball posts, which should be organised and directly supervised by the class teacher. Equipment will be kept tidily within storage areas, organised by the Subject Leader. The subject is conducted within the recommendations of BAALPE 'Safe Practice in Physical Education' (Millennium issue, revised 1999). Activities outside the academy are carried out in accordance with the academy's Educational Visits and PE policies, including an initial risk assessment. Visitors must sign the visitors' book when entering or leaving the Academy and wear an identification badge at all times.

Time Allocation

All classes will have 2 weekly PE lessons of 45 minutes. Timetabling the use of the hall and the outdoor facilities is the responsibility of the Subject Leader and Deputy Principal and is planned according to the curriculum. Children will be encouraged to participate in extra-curricular clubs which are provided by academy staff and occasionally visiting specialists. Children have access to structured activities during break times. We aim to provide a minimum of two hours physical activity for all children each week.

Management

Teachers are responsible for teaching physical education to their class. The exception is swimming, where qualified instructors supervise the teaching of swimming; however the class teacher is still responsible for their class. Specialist support is available from the Subject Leader and Trained Premier Education Coaches.

The Subject Leader is responsible for policy documents, curriculum coverage, Subject Improvement Plans, identifying CPD needs and monitoring provision. Budget allocation is made by the Principal in light of the Subject Improvement Plan and the Academy Improvement Plan.

Monitoring and Review

Monitoring by the Subject Leader is based upon discussion with staff and pupils, review of planning, displays and observation of lessons.

The Expressive Arts Team will monitor physical education teaching following the academy monitoring timetable. The effectiveness of the physical education curriculum will be evaluated in discussions with the Principal, the Expressive Arts Team and Premier Education coaches.

This evaluation forms the basis for the Subject Improvement Plan, which is completed annually, with regular subject updates to the Team Leader, Principal and Governors.

Missed Lessons

On the occasion that children are unable to participate in a PE lesson they will be asked by their class teacher to complete a 'missed lesson' form where they will be required to make observations of the session and record key features and well as state why they are unable to participate. This will then be handed to the Subject Leader who will keep as an overall record. Should this be a reoccurring thing, class teachers will speak to parents and remind them of the importance for their children to participate in all PE lessons. See Appendix for a copy of the sheet.