

# *Physical Education (P.E.)*

## *Policy*



*Together We Learn*

*...always striving to be outstanding, transforming the aspirations of a community.*

**Reviewed July 2018**

## **Ernesettle Community School**

“Always striving to be outstanding, transforming the aspirations of a community.”

### **Aims**

At Ernesettle we strive to ensure that all children have the opportunity to a safe, challenging and rewarding environment.

Our values and learning behaviours allow all children, regardless of physical ability, social background or academic ability to achieve their full potential whilst at primary school. These values are;

*Collaboration*

*Making links*

*Reflection*

*Questioning*

*Perseverance*

*Managing Distractions*

During Physical Education all children will have opportunities to demonstrate collaboration whilst performing amongst their peers in order to achieve their learning objectives and personal targets. As well as this, children will also collaborate with children of different ages during intra-competitions, Level 2 competitions and during extracurricular activities.

All children will make links by indication from class teacher as well as individual realisation. Cross curricular links shall be made during the warm ups through Science, Numeracy and MFL wherever possible. Links made on previous learning will happen throughout each lesson through the use of mini plenaries to what the child's learning objective is as well as previous lessons taught in a series of activities. Both teachers and pupils will be able to make links from one sport/focus and another.

Opportunities for group, peer and individual reflection are apparent throughout all lessons during mini plenaries, end of lesson plenaries and also during the final lesson of the unit. Reflection could be verbal amongst peers and/or the teacher, through the use of media technology with camera and video opportunities and also written down in note form.

Effective teaching will be in place whereby questions are raised to challenge all children and allow personalised learning to take place. Children will be able to raise many questions and strive to find the reasons why. There will be times when children will need to support one another to solve tricky challenges and questions raised by adults.

Children may require perseverance throughout a whole unit of work and/or during one lesson which they may at first find challenging to them. Support from class teacher, support staff and from peers along with praise and a safe welcoming environment will allow all children to shine and achieve.

Throughout all PE lessons, clubs, competitions and physical activities all Teachers must ensure that

- High quality sports and or dance are being delivered.
- Opportunities for all including those with SEND, EFL and physical impartments.
- Correct sensible kit is worn by all adults and children involved in the lesson.
- Appropriate equipment is in use.
- Safe environment
- Opportunities are made for gifted and talented children
- Leadership roles and sound understanding of subject knowledge demonstrated amongst peers and children.

### **High quality PE sports and or dance is being delivered:**

Opportunities are made available for all class teachers, PPA teachers and support staff; CPD lessons are led by qualified coaches/teachers during PE lessons, clubs and staff meetings. All plans are shared with all staff involved. The main objective of the CPD sessions is for Ernesettle Community School (ECS) staff to strengthen their own subject knowledge so they are confident enough to deliver the activity/subject to a class. Thus, all CPD sessions are a

two way process, ECS staff highlight areas of weakness to focus on with the Specialised staff. ECS staff observe the first one or two lessons, team teach lesson three and four and then lead teach the final two lessons with the Sports teacher/coach present to give positive criticism and possible ways forward.

Lesson planning consists of a safe and effective warm up which prepares all children physically and mentally for the physical activity they will take part. Games based activities to be constructed around technique, skill, then game. Whereby children practice their specific focus during a closed setting so all children become confident with the technique, followed by incorporating challenges and opposition to introduce a small amount of pressure related to the big picture. This will often involve finishing with a game to allow all children to perform in a competitive environment. Lessons at times may be delivered as a whole class, in smaller groups or by starting with the game, then refining a specific technique, resulting back to the game with a greater understanding and higher level of confidence. Opportunities for individual, peer and teacher led reflection will be included throughout the whole lesson; this could be carried out discreetly during practice or as a standalone focus time.

#### **Opportunities for all including those with SEND, EFL and physical impairments.**

Regular meetings with the Special Educational Needs Co-ordinator (SENCo) will ensure that all children receive the best quality care and provision during PE. All staff to understand the importance of clear visual demonstrations where by explanations and teaching points are made before and after the demonstration (as opposed to during the demonstration to allow all children to fully understand both concepts). Wherever possible, use visual cards highlighting images/vocabulary to support all children.

When adults are confident in a specific skill/sport, they will allow time for the member of staff to perform the same technique with their non-dominant side. Thus allowing the adult to emphasise with the children and allow children to see adults' own learning as well as making expectations and teaching points clear for all children.

Staff are to make sure that all lessons are differentiated and accessible to all students in the class, including those integrated to mainstream PE lessons from Mill Ford Special School. Differentiation may be carried out 'physically' by the adults intervening in the learning process or 'mentally' whereby the children take ownership of their own learning. All adults to follow the 'STEP' process to alter a lesson to stretch or support a child's learning; Space, Task, Equipment, People (support).

A Change 4 Life club (name may vary) will be run to target children who; struggle in PE lessons, often forget their kit, struggle learning with their peers, have low confidence and demonstrate low levels of physical activity and understanding of healthy living. These children are given school kit to attend the club and plenty of water breaks throughout the session. A variety of activities will be carried out to give children a wide range of skills and sports to participate in; wherever possible, links will be made to the community to foster ongoing participation.

#### **Correct sensible kit is worn by all adults and children involved in the lesson.**

All staff involved in physical activity to demonstrate correct kit; laces tied, sports leggings/shorts/trousers, t-shirts/polo tops, jackets, long hair tied back, no/minimal jewellery with lanyard in pocket. Thus demonstrating a positive image to all children in the class. Staff will either come to school in their Sports clothing and/or will change back to/from professional dress at the next available time in the day.

All children to have a school PE polo shirt(not their school top), black/blue trousers/shorts, jumper, plimsolls/trainers and a water bottle with their name on it.

#### **Appropriate equipment is in use.**

All staff to make sure that the equipment required for the delivery of the lesson is fit for purpose; balls pumped, bibs without rips, no damages to racquets, cones, ropes etc. Staff are to consider the correct size of equipment for the age group, however one or two of another size is essential for differentiation. When stock is low or specific equipment is required staff must contact the PE Co-ordinator at the earliest convenience.

#### **Safe environment.**

Before and during all physical activity, staff must be aware of any risks which may become apparent. When using the hall after lunch, a member of staff must check the wooden benches and floor for appropriate surface conditions. All hazards around the side of the hall must be made aware to the children and fire exits and procedures to be made clear to all visitors to the school.

All outside areas must be checked from hazards, any rubbish to be placed into bins, glass or miscellaneous objects to be picked up by a member of staff. Regular checks of the field prior and during the lesson will ensure that activities are set up away from any mess on the grass.

All adults and students to be made aware of the current drainage problem on the all-weather pitch and squares, the surface may become slippery even when not evidently noticeable to the eye.

When using the Drama Studio, all staff and children need to be aware of possible hazards behind the curtains, as well as performing away from computer, TV and stage lightings.

In the event of any hazards affecting a lesson, the School Facilities Manager/Headteacher/PE Co-ordinator must be informed immediately please.

**Opportunities are made for gifted and talented children.**

Specialist teachers/coaches identify children with potential to shine and aim to challenge these pupils during mainstream PE. As well as this, specific G&T clubs are available during and after school time whereby children attend by invite only. A show case of the children's individual and group's talent is then showcased throughout the year to Parents/Carers, peers and staff. G&T children are selected to compete in level 2 competitions with the prospect of attending level 3 competitions. Wherever possible, specialist staff and equipment are available through the community and university links.

Class teachers who identify children with potential should liaise with the PE Co-ordinator/G&T Co-ordinator. When a new child attends our school, any information from the previous school regarding sporting achievements should also be discussed with PE Co-ordinator/G&T Co-ordinator. Children's own achievements both inside and outside of school are shared and congratulated during the whole school celebration assembly and newspaper clippings, website write ups and match reports are highlighted on school notice boards, websites and newsletters.

**Leadership roles and sound understanding of subject knowledge demonstrated amongst peers and children.**

Throughout the academic year, many opportunities for leadership roles arise. Young Sports Leaders take on an active role during lunch time clubs which consist of organisation of equipment, selecting captains, carrying out a safe and effective warm ups and demonstrating clear demonstrations to all children. Young leaders are present during level 2 competitions held at Ernesettle, which requires both professionalism and passion for the school and specific activity.

The Young Leaders participate in a variety of roles during such competitions for example meeting and greeting visitors, officiating, demonstrating and becoming an ambassador for the visiting school. Young Leaders also play a vital role for intra-school competitions, demonstrating our school key values, promoting active lifestyles to peers and supporting children to enjoy and develop the same passion for the activities. The sports leaders will also help demonstrate activities and collect results.