



KINGSGATE

SCHOOL

Kingsgate School

PE Policy

Local procedure owner: Tim Rogers

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This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, actively educates against any material or behaviours that could promote radicalisation or extremism.

Overview

The Importance of Physical Education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they 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 helps them make informed choices about lifelong physical activity. PE 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.

Rationale

The distinct contribution of Physical Education to a child's education is to focus on the development of each individual's physical capabilities. Through taking part in a balanced programme of physical activities (outdoor and adventurous) we aim to increase participation confidence, competence and achievement in co-ordination, control, manipulation and movement. We also aim to provide pupils with a knowledge of how the body works, the development and maintenance of fitness for life and an understanding of social skills through co-operation and interaction.

Physical Education should involve pupils in the continuous process of acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and gaining knowledge and understanding of fitness and health.

Aims and Objectives

Aims

"To promote physical activity and a healthy lifestyle", pupils should be taught:

- to be physically active;
- to adopt the best possible posture and appropriate use of the body;
- to engage in activities that develop co-ordination cardiovascular health, flexibility, muscular strength and endurance;
- the increasing need for personal hygiene in relation to vigorous physical activity.

"To develop positive attitudes", pupils should be taught:

- to observe the conventions of fair play, honest competition, good sporting behaviour as individual performers, team members and spectators;
- how to cope with success and with the limitations of performance;
- to endeavour to consolidate performance;
- to be mindful of other people and the environment.

"To ensure safe practice", pupils should be taught:

- to respond readily to instruction;
- to recognise and follow relevant rules, laws, codes, ideals of etiquette and safety procedures for different activities or events in practice and in competition;
- about the safety risks of wearing inappropriate clothing, footwear or jewellery and the protective clothing that may be worn for different activities;
- how to lift, carry, place and use equipment with safety;
- to warm up for and recover from exercise.

"To develop skills, tactics and improved performances", pupils should be taught:

- to follow prescribed skill development programmes;
- to use skills and techniques in a variety of situations;
- to modify skills and techniques in response to different conditions.

Objectives

The Physical Education programme will assess pupil's ability to demonstrate:

- personal performance in individual and group skill situations
- an application of these skills in activities/game situations
- an understanding of the need for rules and regulations
- an application of these rules in activities/game situations

- an ability to assess their own and others performance
- an understanding of the need to exercise, observing safety guidelines

and work towards:

- an ability to evaluate performances and suggest ways to improve these
- an understanding of the principles used to prepare and carry out a health related fitness programme

Learning

Physical Education is taught within the following areas:

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| a) | Psychomotor (Performing) | - | a child's ability in performing gross and fine motor skills. |
| b) | Cognitive (Planning and Evaluating) | - | a child's ability to understanding instructions and their relevance in the development of skilled performance. |
| c) | Affective (Planning, Performing, Evaluating) | - | relating to a child's social and communicative skills. How they interact with both teacher and peers during different stages of learning in various activities. |

These three areas of learning are intrinsically interrelated. Dysfunction in one or more areas may lead to problems in both performance and the acquisition of even the most basic skills.

Securing Motivation and Concentration

Teachers secure pupil's motivation and concentration by:

- using teaching methods appropriate to different learning styles
- using, where appropriate, a range of organisational approaches such as ability and social grouping or individual work
- varying subject content and presentation
- planning work which builds on their interests and experiences
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve successes
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods

Managing Behaviour

Due to all PE lessons happening offsite Teachers will ensure they help pupils to manage their behaviour and effectively participate in learning and safely:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including clear structure of rewards and sanctions

- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent skills
- teaching essential safety rules

Managing Emotions

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with the learning and gradually increasing the range of activities and demands.

Enriched Curricular Activities

Physical Education contributes significantly to the schools BRIC activities. All activities are on offer including Trampolining, Cricket, Football, Table Tennis, Health and Fitness to name but a few. A programme of fixtures, friendlies and competitions are organised, taking advantage of a good network of local schools, regional coaches and staff contacts. Links with the Portsmouth Watersports Centre continue to flourish, with boys attending the sailing sessions in the Summer term.

The Education staff aim to offer a balanced enriched curricular programme through the use of break time, lunchtime, leisure time, evenings and organised camps.

Pupils in Need of Support

- 1) Pupils with specific physical or sensory disabilities for whom specific arrangements may have to be made.
- 2) Pupils with cognitive/learning difficulties. Those who find acting purely on verbal instruction difficult and who require reinforcement through visual stimuli and/or physical demonstration/manipulation.
- 3) Pupils with medical conditions which may impact upon their ability to take part fully in all or part of the normal Physical Education curriculum. Such conditions may include: epilepsy, asthma, diabetes, hayfever, eczema, chlorine sensitivity, haemophilia, eating disorders etc.
- 4) Pupils of higher than average ability who require instruction/coaching at a considerably higher level than can be provided even through a highly differentiated Physical Education programme. Such pupils need to be provided with the knowledge and wherewithal to obtain outside coaching whilst providing an appropriate shift of emphasis during normal lessons. This shift may be

achieved through the development of their refereeing/umpiring, coaching and social skills.

Target setting

- targets build on pupils knowledge, experience, interests and strengths to improve areas of weakness and demonstrate progression over time;
- targets are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to control risks.

Importance of lesson structure

Each lesson starts with the pupils being informed of the teacher's expectations and objectives with individuals setting their own targets where possible. The lesson ends with a review of the skills learned and good work acknowledged, reinforced through the system and awarding prizes where appropriate.

Assessment

The pupil's contribution to each lesson is assessed by continual feedback throughout the lesson. Pupils are encouraged to peer and self assess regularly in PE. Pupil progress is recorded in the teacher's mark book. An immediate reflection of the lesson will be indicated on the pupils personal log sheet.

Pupils are assessed mid way though and at the end of each topic. Ideally the pupils will be involved in setting a target based on their self-assessment of their own performance of particular skills or activities. These may be behavioural or practical. This needs to be managed so that these targets remain realistic. The pupil's reactions to feedback may influence whether this process is completed or not. Teachers will set targets and identify areas to focus on to facilitate progress and achievement, these will be based on assessment of performance during lessons.

The team will try to record progress where possible, risk assessment allowing, and use this to influence planning and setting the next challenge/activity. Support staff play a vital role in encouraging the best performances from the boys and taking responsibility for the working group to allow teachers to assess. As the team develops and acquires experience, all staff and the boys will be involved in the assessment procedure.

Assessment approaches used:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means;
- are familiar to the pupils and for which they have been adequately prepared;
- provide clear and unambiguous feedback to pupils to aid further learning.

- Pupils thoroughly enjoy using the Ipad and GO PRO to record and review performances to seek ways to improve.

Recognising Achievement

The Physical Education Department has a major contribution to make in celebrating achievement. Staff are encouraged to praise during lessons and use positive language with students wherever possible.

Kingsgate School PE certificates are awarded to students who have gained personal achievement. Individual progress rather than norm reference is used as criteria when awarding certificates in the end of week/term assemblies.

Nationally recognised awards with them, assessment criteria, will be offered for appropriate modules of work e.g. Royal Yachting Association.. Other achievement awards e.g. medals, cups will be awarded where staff feel that significant improvement or achievements have been made at the end of year prize giving

Health and Safety

- All teachers within the Department are aware and well practised in safe working procedures. These have formed part of their fundamental training. Current policies and procedures may be verified and checked by reference to the Schools Health and Safety documentation, B.A.A. Lipe and Hampshire County Council documentation where relevant.
- Equipment is stored so that it is secure and as easy to move as possible.
- Equipment should always be stored so that pupils may only attain access with teacher permission and supervision.
- At the beginning of a new scheme of work, pupils will be taught appropriate use of new equipment relevant to the activity.

Pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others.

First Aid

A First Aid Kit is available for use as Physical Education is taught off site and stocks are checked and replenished at regular intervals. There is also a grab bag located in the Physical Education store.

In case of an accident and subsequent injury to a pupil during a lesson or extended curricular activity the following procedures should be followed:

Off the school site:

- a. Teachers should first be aware of the accessibility of the first aid facilities available to them at the off site facility. In all cases the teacher in charge should ensure that they take a mobile telephone and a first aid kit with them.
- b. In the event of an accident in which a pupil sustains an injury, the procedures for minor injuries are the same as those when on site with the exception that the teacher in charge may clean and cover minor wounds using the equipment in the first aid kit. The Teacher will recommend that the injured pupil goes to see a first aider on return to school.
- c. In the event of more serious injury the Teacher in charge has three main options:
 - i) If the Teacher in charge is of the opinion that the pupil is in need of medical attention but is able to be moved, then they may bring the whole group back to school, take the injured pupil to the First aider.
 - ii) The Teacher may telephone the school and request that another vehicle and staff come to collect the injured pupil so that they may see a first aider as soon as possible.
 - iii) If the Teacher has any concerns about moving the injured pupil then they should, initially phone for an ambulance giving their name, position (i.e. Teacher), location and a brief description of the incident. The Teacher must phone the school and give details of what has occurred and request some backup, for either the pupil going to hospital or for the group which they were teaching.
- d. On returning to school the Teacher in charge of the group should complete an accident form and return it to senior leadership as quickly as possible.

Staff working within the Department should be aware of groups who are being taught off site and have access to up to date group lists for use in the event of a fire alarm at the school. A list of staff and pupils must be left in the office and recorded in the Risk Assessment file.

Staff members should be made aware of and make themselves familiar with any and all documented medical conditions of pupils in their groups. Inhalers, Diabetes, grab bags etc are to be collected from the Duty Office.

A note of pupils with medical conditions likely to cause concern should be clearly documented on record sheets/registers with *. The Teacher in charge of the group should then consult the medical notes and acquaint themselves with the details of the noted condition and procedures.

Literacy through Physical Education

Within each unit of coursework comes a ready made vocabulary specific to that project. Pupils are encouraged to analyse and evaluate sources of information using correct vocabulary wherever possible. Oral work is used to develop skills of discourse, encouraging pupils to find words to verbalise their responses accurately and confidently. Key words and vocabulary are clearly displayed around sports hall with level criteria for each sport.

Numeracy through Physical Education

Most schemes of work take into account the broader dimensions of the curriculum to include the development and understanding of numerical issues through study of ratio, scale, proportion as well as digital media. Pupils investigate shape, space form and pattern. In making both 2 and 3 dimensional work pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

ICT through Physical Education

Pupils are involved in photographing and video recording their achievements through use of the Ipad or GO PRO. Some pupils will be able to confidently analyse video footage and provide peer and self assessment. They use the computer to download pictures. Pupils are involved in displaying the photographs with appropriate text using software packages such as Microsoft Word and Microsoft Publisher.

Personal, Social and Health Education

There are a number of opportunities for pupils to work in small groups, which help them to develop their personal and social skills. Offsite activities, fixtures and coaching opportunities give the boys a chance to gauge their performances against others and national benchmarks. This helps them develop their self esteem and appreciate the work of others. As a healthy School we aim to set good examples for our boys and give them opportunities to live a healthy lifestyle.

Schemes of Work

The schemes of work from Key Stage 2, 3 and 4 have been developed to follow the new national curriculum guidelines. Where pupils are following an accreditation, we follow suggested deliver formats, offering activities that we know we can deliver.

Accreditation

Examining Board: WJCE

At key stage four, pupils have the opportunity to study:

GCSE Full Course Physical Education
GCSE Short Course Physical Education

Practical Element (GCSE Full Course)

Pupils will be developing skills in six areas; Performance 1 & 2, Decision Making, Analysing Performance, Role of Rules/ Conventions and Risk Assessment.

Pupils will be assessed in two activity areas. Activity areas include; Sport, Dance, Adventurous Activities, Exercise Activities, either as a Performer, Coach or Official.

Theory Lessons

Pupils will study: Pupils will study; Physical Fitness, Principles of training, Methods of training and Factors affecting participation, provision, and performance. In addition to this, the Physiological, Psychological and Technical influences of exercise on performance will be taught.

Practical Element (GCSE Short Course)

Pupils will be developing skills in six areas; Performance 1 & 2, Decision Making, Analysing Performance, Role of Rules/ Conventions and Risk Assessment.

Pupils will be assessed in four activity areas. Activity areas include; Sport, Dance, Adventurous Activities, Exercise Activities, either as a Performer, Coach or Official.