

PHYSICAL EDUCATION POLICY

Meir Heath Academy



Approved by: Mrs M Southern

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Meir Heath Academy
Physical Education Policy

INTRODUCTION

Meir Heath Academy recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

AIMS

At Meir Heath Academy we aim to enable all pupils to:

- To receive a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.
- The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.
- Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.
- Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness.
- Through the Government Funding for Sport the School will, where possible, provide further opportunities through cluster schools involvement with the Local High

School. Children will experience coaching and competition in a variety of activities. The school will access specialist coaching when necessary. The Bee Active PE specialist employed at the school will coordinate with teachers to develop their skills and expertise. Spending will be reviewed and published on the school website.

Specific Aims in relation to Physical Development

- develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- become aware of the different shapes and movements that can be made with the body.
- develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- appreciate of the value of safe exercising.

Specific Aims in Relation to Social, Emotional and Cognitive Development

- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- encouraging children always to do their very best regardless of their ability; praising progress and achievement of themselves and others.
- Promote the School Games 'Spirit of the Games' ethos within lessons and during extra-curricular clubs.

TIME ALLOCATION

- Every pupil within the school will receive the equivalent of at least two hours teaching in PE per week.
- Pupils will also be given the opportunity to take part in the schools extra-curricular clubs throughout the year in a variety of activities.

PLANNING AND MONITORING

The PE specialist and class teachers will:

- plan lessons in accordance with the sequence and time-scale indicated in the scheme

- of work;
- keep a record of work covered and adaptations which have to be made in light of pupils' progress and other factors influencing school life;
- submit their records to the coordinator on a regular basis;
- make any necessary adaptations to their work in accordance with the advice given by the PE coordinator.

THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR

The PE coordinator will:

- take the lead in policy development and the production of schemes of work designed to ensure progress and continuity in PE throughout the school;
- support colleagues and give help, when required, in their implementation of the scheme of work;
- monitor progress in PE and advise the Principal on any action required;
- oversee the assessment of PE and the procedures for reporting to parents on pupils' progress in this area of the curriculum;
- take responsibility for the purchase and organisation of central resources for PE;
- keep up-to-date with developments in PE education and brief colleagues as necessary;
- identify staff development needs and arrange appropriate INSET.

THE ROLE OF THE CLASS TEACHER

Where appropriate, it is the responsibility of every class teacher:

- to teach PE, within the legal guidelines and the school's PE policy and scheme of work, to every child in his/her class;
- to record pupil's progress in the subject;
- to seek advice where necessary from the PE coordinator.

THE ROLE OF THE BEE ACTIVE COACHING SPECIALISTS

Where appropriate, it is the responsibility of the coaching staff member:

- to teach PE, within the legal guidelines and the school's PE policy and scheme of work, to every child in his/her class;
- to record pupil's progress in the subject;
- to seek advice where necessary from the PE coordinator.

OUTLINE OF TEACHING STRATEGIES TO BE ADOPTED

- All pupils will gain a variety of learning experiences through a combination of whole class work, group work and individual activities.
- All pupils will be given time in lessons to reflect on their performances and learning (self- assessment).
- All pupils will be given time in lessons to reflect on the performance of others (peer- assessment).
- All pupils will be given the opportunity at the end of the lesson to consider and comment on the exit question linked to the lesson theme.

INCLUSION

At Meir Heath Academy, teachers set high expectations for **all** pupils. Teachers take account of their duties under the equal opportunities legislation that covers race, SEN/disability, gender, religion or belief and sexual orientation. They plan, using adaptive teaching methods in order to stretch those pupils who are working significantly above expected standards, and for those pupils who have low levels of prior attainment and/or are from disadvantaged backgrounds. Teachers use appropriate assessment in order to set deliberately ambitious targets. Teachers ensure that there are no barriers to learning and that **all** pupils access the full curriculum.

ASSESSMENT

Pupil's development in Physical Education is constantly monitored and assessed in order to inform future planning, teaching and reporting. Formative assessment occurs during each lesson through teacher observations during the Main Activity, Development and Plenary times. Pupils have opportunities for self and peer assessment during and after lesson tasks which the teacher can also use to aid formative assessment. Summative assessment takes place at the end of each unit of work by class teachers and the Bee Active coach. The PE lead works alongside the Bee Active coach through discussion, team teaching and observation opportunities to help moderate assessment standards and expectations.