

Eleanor Smith School  
Physical Education Policy  
September 2018

### Introduction

This policy will provide the rationale for the delivery of the Physical Education curriculum, meeting both statutory requirements and the individual needs of pupils within the school.

The policy forms part of the school's continuing improvement planning. The policy was agreed by all the staff of the school.

### Vision

It is the school's mission to provide all pupils with opportunities to foster their talents, to raise their aspirations and to give them a sense of self-worth through achievement and celebrating success. In addition, staff will aim to educate, motivate and inspire all pupils, and their families, to live a healthy active lifestyle.

### Aims of Policy

At the Eleanor Smith School, Physical Education is viewed as an integral and important aspect of education. As such it has equal status to the other foundation subjects. This pertains to time allocation, resourcing, staffing, and In Service Training.

The aims of this policy are as follows:

To provide for the delivery of the programmes of study through a series of topics, using the National Curriculum. These will comprise of an annual cycle at KS1, KS2, KS3 and KS4 due to the flexibility in the new curriculum.

To provide High Quality delivery in a form appropriate to the present level of functioning of all pupils, having regard for their particular emotional, social and mental health needs, and any attendant learning difficulties.

To provide activities, materials and resources within units which will offer differentiation of delivery, by materials, task and/or outcome (S.T.E.P.), so that pupils are able to follow the designated scheme of work and make a suitable response to it at their own level.

To provide for the monitoring and assessment of pupils' performance and an evaluation of the effectiveness of teaching arrangements as part of an ongoing process which informs the school's developmental planning.

To encourage pupils to be able to make self-assessments of their own progress. To develop in pupils the skills to self-assess, so that they are able to develop a sense of responsibility for their own learning.

To develop pupil's strategies to control their behaviour and sportsmanship in this area of the curriculum.

PE offers opportunities for children to:

- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as team members;
- Understand what it takes to persevere, succeed and acknowledge others' success;
- Respond to a variety of challenges in a range of physical contexts and environments;
- Take the initiative, lead activities and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity.

The delivery of **High Quality PE** ensures our young people:

1. Are committed to PE and sport and make them a central part of their lives – both in and out of school
2. Know and understand what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a healthy, active lifestyle
4. Have the confidence to get involved in PE and sport
5. Have the skills and control that they need to take part in PE and sport
6. Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
7. Think about what they are doing and make appropriate decisions for themselves
8. Show a desire to improve and achieve in relation to their own abilities
9. Have the stamina, suppleness and strength to keep going
10. Enjoy PE, school and community sport.

### Breadth of Study

At **Key Stage 1** pupils will be given the opportunity to study the following activities:

**Competitive Games**

**Gymnastics**

**Athletics**

**Outdoor & Adventurous**

**Swimming**

At **Key Stage 2** pupils will be given the opportunity to study the following activities:

**Competitive Games**

**Gymnastics**

**Athletics**

**Outdoor & Adventurous**

**Swimming and Water Safety**

With regards to swimming the precise timing of the delivery of this activity is determined

by outside constraints *e.g. pool, transport, instructor* availability. These factors will vary from year to year. It is an aim for all Year 6 pupils to be able to swim 25m before they enter secondary school. The timing of the delivery of swimming for Year 6 pupils may also vary due to national examinations.

At **Key Stage 3** pupils will be given the opportunity to study the following activities:

**Competitive Games**

**Gymnastics**

**Athletics**

**Outdoor & Adventurous**

At **Key Stage 4** pupils will be given the opportunity to study the following activities:

**Sports Leaders UK – Go Lead Award**

**Competitive Games**

**Gymnastics**

**Athletics**

The school may offer ***Gymnastics*** activities providing external provisions agree to, and their insurance policy allows, the delivery of such an activity. The school has worked with outside provisions for alternative sporting activities, and will continue to strive to find the best facilities and instructors (when necessary) to enhance pupil's learning and support teachers.

### Physical Education across the curriculum

Physical Education offers numerous opportunities for cross-curricular links to be made. We intend to provide for these by introducing cross-curricular links into the study of Physical Education, but also we will introduce aspects of the study of physical education into other subject areas.

Particularly, we will use Physical Education as a means to develop cross-curricular themes, the most important of which will be through THRIVE and Resilience. There are also many opportunities to develop communication, co-operation, team work, speaking and listening, fair play and leadership. Making use of ICT could be used to enhance their understanding of particular skills and aspects of a unit. It is important that pupils at Eleanor Smith are given as many opportunities and contexts as possible to acquire an awareness of their own personal development. As such an integral part of the Physical Education curriculum is devoted to these issues. For example, pupils will be taught and expected to practice the need for proper care of equipment and clothing. Similarly, we teach and expect our pupils to show an awareness of the need for personal hygiene in relation to vigorous physical activity.

### Progression and Continuity

The Physical Education Scheme of Work at Eleanor Smith is organised around a half termly format following the National Curriculum. For 3-day and 5 day placements in KS1 and KS2, PE is taught for 1 hour a week. To supplement this, 5-day pupils will access both Lambourne End, and an additional hour of PE, fortnightly. At KS3 & 4 the aim is for at least one hour of practical PE, with a view to each pupil attaining a Sports Leadership qualification.

Pupils also undertake further physical activities during break and lunchtimes, and after school during clubs. Playground and extended schools equipment will assist with this process.

An Extra-curricular Sports Club has been launched where students have the opportunity to extend their learning within a variety of physical disciplines. The gymnastics club targets many pupils within the school, ranging from pupils in Reception up to early KS3.

Coaches from clubs within the borough are utilised during lunch time and afterschool clubs (i.e. West Ham United Football Club, and Newham and Essex Beagles Athletics Club). The after school Football club is run by WHU Foundation coaches which provides a football specialist to develop pupils' mental and physical skills.

Careful consideration has been given to those delivering activities which enables us to best meet the individual needs of our pupils. In particular, the teaching of Physical Education presents many opportunities to address pupil's needs arising from their emotional, social and mental health related difficulties. All children within Key Stages 1 and 2 undertake the same units, moving through the cycle each year. This arrangement ensures that continuity and progression is maintained for pupils even where they are required to move between class groups.

Whilst it is not possible to ensure absolute continuity between pupils' work at Eleanor Smith and their work in mainstream schools, we keep mainstream school staff aware of our current programmes of study through the contacts our class teachers maintain with their mainstream colleagues, and through termly newsletters which go to parents.

The school will then attempt to guide or encourage pupils to do more sport by introducing them to clubs or coaches. This has been achieved with several children and financial support has also been offered in extreme cases.

Since becoming an academy and being part of the EKO trust, Eleanor Smith School now aims to introduce inter-trust sports competitions to ensure pupils have the opportunity to access competitive, team and individual, sport.

Joining The Tapscott Learning Trust provides pupils with further opportunities to access inter school competitive sport events.

## Subject Resources

The development and maintenance of subject resources is the responsibility of the Subject Coordinator but in this responsibility the Coordinator is assisted by any member of staff accessing these. The vast majority of equipment and resources used in delivering Physical Education are stored centrally in secure areas. This precaution is necessary given that much of the equipment is effectively dangerous if not used appropriately and/or under close supervision. However, when under supervision pupils are able to access this area and are encouraged to take responsibility for getting equipment out, putting it away, caring for it effectively and handling it safely. When drawing up the termly unit plans, the subject coordinator will offer guidance on suitable equipment and resources to aid delivery of the subject. The resources required for the lesson will be highlighted by the PE teacher prior to the day of the timetabled session. The PE leader or the

Educational Support Worker will access the PE room, collate the equipment required and leave secured in the first locked door. It will be the PE leader or PE support worker's responsibility to ensure the equipment is then returned to the PE room and shelved accordingly.

Within the review process an evaluation and assessment is made of the current state of equipment, and their appropriateness. Particular attention is paid to their condition and safety.

Following upon each periodic review of resources, the Coordinator draws up or amends the Subject Action Plan and the process of development continues. Items are recorded by the Coordinator on a Subject Stock List; the list details where items are located so that a check can be maintained. Our aim is to ensure that materials are constantly updated, as funds are available and, to this end planning documentation is regularly revised by the Subject Coordinator.

A Subject Action Plan, a Subject Purchase Plan and a Stock List are maintained by the Subject Coordinator, and stored in the PE Curriculum Folder. Copies of the Subject Action Plan are held by the Curriculum Coordinator.

Due to the restrictions on indoor and outdoor space other sports facilities in the surrounding area are utilised and this is taken into account when planning lessons. A generic Risk Assessment is completed for taking pupils offsite, be it for PE lessons or sports competitions, and logged on the Evolve online system.

### Safety and Clothing

Up to the end of Year 7 the school provides a PE kit for each child, which consists of a white T-shirt and navy blue shorts. In addition to the T-Shirt and shorts is the option of wearing a tracksuit top, which is also provided by the school. From Year 8 onwards pupils will be expected to provide their own kit. In the hall (North Street) PE can be done in barefoot if the teacher considers it appropriate to do so. Otherwise appropriate footwear should be worn outside and inside.

Teaching staff should wear appropriate clothing for PE lessons (i.e. sports clothing and appropriate sports shoes). Educational Support Workers are encouraged to change at least their footwear.

Jewellery is not to be worn in these lessons by pupils.

### Monitoring and assessment

Monitoring of pupils' progress in Physical Education is undertaken by the PE team on a termly basis. Monitoring will operate at the class and at the individual level; it will pay attention in particular to the child's ability of functioning and achievement, and will consider whether the activities planned for the child are appropriate to their needs. Regard will be given to ensuring that the child has full access to learning and that the materials and activities offered support that learning. This monitoring process will be ongoing; there will be a constant interaction between planning, teaching and learning. Evaluation of activities will focus upon the effectiveness of the learning experience offered, but also upon the progress of individual pupils.

The Subject Co-ordinator will ensure each class teacher has an assessment record for their group. This assessment record includes information as to what children are able to do and informs their areas for improvement.

The PE team will be able to use these records for report writing at the end of the year, and for discussion at parents' evenings. This summative assessment of pupil's progress will also assist teachers when writing other educational reports for parents and carers, and outside agencies.

In order to efficiently monitor every pupils' individual progress, the completion of a baseline assessment at the start of their admission to the school or unit, is essential. This will ensure that any progression made from the beginning to the end of the units throughout the academic year is highlighted clearly.

### Evaluation of the policy

Policies at Eleanor Smith School are subject to ongoing evaluation and annual review. The review process is instigated by the Subject Coordinator and their SAMs lead. The Coordinator also seeks feedback from SLT and Subject Network Meetings about general policy considerations, and makes generalisations about the appropriateness of particular activities, units and resources. Amendments to these are made, where possible, immediately or plans for development are introduced through a subject Action Plan. Where policy changes are necessary, following general feedback, these changes are presented to a whole staff meeting for acceptance.

Tom Duerden  
P.E. Subject Leader  
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