

PE Policy



The Valley Community School

Reviewed: April 2022

**Reviewed by: Linked Governor,
A. Mountford and C. Vickers**

To be reviewed: April 2024

The Valley Community School

OUR VISION

“A world class centre of outstanding learning”

OUR MISSION

“Together we’re better”

Founding principles that underpin our philosophy of being truly inclusive

We aspire in all we do to ensure we create a culture of:

High Equity:

Narrowing the gaps between pupils in different socio-economic groups

High Achievement:

For all through rigorous challenge, adaptation and reflection

High Inclusion and Engagement:

Adapting and supporting narrowing and bridging gaps in achievement

High Expectations:

Of ourselves, our pupils and our families in effective partnerships

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

PE Policy

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship.

This encompasses:

- a sense of fair play
- tolerance
- duty and remembrance
- respect
- values
- ethics
- belonging
- contributing to and supporting all our local communities
- perseverance

PE INTENT:

In school High Quality PE delivery has (and will continue to be) continued to be a focus using a curriculum which is accessible, inclusive covering a wide breadth of activities and sports. The design outlined below will have to form an effective part of PE curriculum recovery.

Why is our curriculum designed this way?

- experiential focus on first hand
- cyclical
- vocabulary focussed
- international dimension where possible
- highly visual
- builds in presenting skills and audience (end of unit activities)
- builds factual knowledge first pre-application
- subject content knowledge provided to support teaching knowledge and non-specialist

Our children learn best by mastering basic knowledge first, factual aspects and understanding the context of the learning -this reduces cognitive load (CL) and allows pupils to fully master fundamental concepts early in each teaching sequence.

How is PE mapped and planned?

We believe PE is best taught through aspects of specialist teaching, with a subject specialist teacher playing a role in promoting this subject, via delivery or coaching of others. A progressive staple of Gym, Dance and Games at KS1 extends to include Athletics, Outdoor Education and Swimming. PE is mapped and planned to;

- Enable pupils to experience and understand the significance of activities from their own and other cultures (e.g. folk dances and traditional games), recognise how activities and public performance give a sense of cultural identity, and consider how sport can cross cultural boundaries;
- Ensure that all children have equal access to all areas of Physical Education and that all space, facilities and equipment in the school be available to both boys and girls;
- Help identify children with special needs and to provide the support necessary to meet these needs in Physical Education;

Our key curriculum vehicle is mainly the “Val Sabin” scheme but is a hybrid model including “Key PE” aspects (currently in trial), which provides clear unequivocal guidance for delivery and importantly includes a key dance element, often missing from other commercial schemes. Over many years the scheme has been built upon using subject specialist additions, such as development of cross curricular themes.

Taught PE is only seen as one element of our wider offer which includes, supporting health and mental well-being, clubs and activities, sports events, inclusion, enrichment and community health.

Swimming

Generally children don’t swim in the community as much as partnered White British centred school children, therefore the outlined recovery programme will be essential.

Swimming is planned and delivered in a bespoke curriculum programme. Currently taking place at Turton Sports Centre for Y5 and Year 6 pupils based on the guidelines that;

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

The Valley school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil’s physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils’ increasing self-confidence in their ability to

manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their age, gender, ability, cultural or ethnic background, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; creative, co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement, knowledge, skills and understanding.

The activities offered and the teaching approaches adopted, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to a much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupil's communication, numeracy, PHSE/RSE and ICT skills.

More detailed specific Intent:

- To develop a skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work. Also, to use their observations and judgements to improve performance (improving and evaluation).
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently, communicate with and respond positively towards others (working alone and with others).

- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).
- These key areas and aims are retained in our policy for best practice as well as encompassing any additional aims that are included in more recent National Curriculum changes namely:
- A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Entitlement

All pupils at The Valley are provided with a minimum of 60 minutes quality PE time per week, aiming for 2 hours high quality PE and School Sport throughout the week. This is curricular time and compiles of PE lessons in the hall or outdoors.

Extra Curricular Activities in School

It is our aim to provide as many children in school as possible with a broad variety of OSHL (out of school hours learning).

British values

We promote British values throughout our teaching of PE in school.

How we make suitable adaptations to support the learning of Disadvantaged and pupils with Special Educational Needs

At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

Our Inclusion practices include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility

- In PE and Sport, additional TA support along with the application of the STEP (Space/Task/Equipment/People) principle will provide differentiation, variation and accessibility to ALL pupils

Examples below to guide thinking:

The nature of the task is changed to suit the needs/ability of the pupil. So for example; Rather than dribbling the ball through the cones, dribble in a straight line from cone to cone.

Change the equipment to suit the needs/ability of the pupil. So for example; Rather than using a hard, small tennis ball for throwing/catching, change this to a larger softer plastic playball or sponge ball, or use a bright/sound ball for visual/hearing impairments.

Health and Safety

It is the responsibility of the class teacher to ensure a safe working environment before the start of each PE lesson.

- Expectations for putting out and putting away equipment should also be made clear to children and the children's understanding of this process should be checked at regular intervals.
- The layout of apparatus should be checked at all times for obstructions and hazards.
- Large and small apparatus should be checked to ensure satisfactory working conditions.
- The movement of apparatus must be supervised by the teacher with the emphasis on correct lifting and handling.
- Mats must not be placed under apparatus as a means of breaking a fall.
- Pupils should not be instructed to perform a movement they do not feel confident with.
- Any minor accidents/injuries i.e. scrapes, and bumps that do occur must be dealt with in accordance with the school's Health and Safety Policy with which staff must be familiar.

A more severe accident should be handled in the following way;

- Pupil to be helped down from any apparatus (if possible) and allowed to sit/lie down.
- Message sent with a pupil to a member of staff to free the school First Aider who can look at the injury and follow appropriate procedure.

Any situation in which the severity of the accident is in doubt must proceed with the above.

- Jewellery must not be worn for PE, Teachers should not remove earrings, nor should they take responsibility for the keeping of valuables (except watches).
- Parents should remove all jewellery (including earrings, studs and watches) on the day of a PE lesson. If you can't remove Jewellery items such as studded earrings please can you put plasters/tape over the concerned area on the day of PE lessons.
- Long hair must be tied back.
- Correct safe clothing should be worn by pupils:

Navy shorts and white T-shirts
Tracksuits/leggings for outdoor PE (optional)
Trainers/gym shoes or bare feet for PE
Kitbag – made available @ £1.50

Staff are to change into trainers for teaching PE. Bare feet are optional for teaching indoor PE.

Time should be made for discussions on the need for personal hygiene, with open reference to the need for a wash, bath or shower before going to bed in the evening, after PE took place.

Non-participants

It is intended that all children will take part in PE. If a child is fit enough to come to school then they are fit enough for PE.

However:

- Certain medical conditions prevent participation; Doctor's note is essential.
- A personal note from a parent/guardian to notify the teacher of a particular reason for non-participation.
- Non-participants should be involved in observation and assessment.

Resources

PE resources are stored centrally in the PE store and hall. These are labelled and should be taken and returned by a member of staff, not a child.

Staffing/Staff development

In the interests of continued development of PE at The Valley, an audit is taken annually of both curricular and extra-curricular staff PE development needs and these needs are subsequently met, as far as possible. In addition to this, staff receive lesson support from the PE co-ordinator who monitors the subject on a rotational basis, as well as being given specialist support from experts who come in to do model lessons on occasion. As well as this, staff are actively encouraged and supported to develop any individual sporting skills or qualifications that they possess, and are offered the opportunity to develop these further via the provision of extra-curricular clubs.

Assessment, recording and reporting procedures

The EYFS:

All our subjects begin life the EYFS, where pupils work towards understanding the foundational aspects of the national curriculum subjects. Whilst subjects may not be studied as discrete subjects, key elements and the foundations for subject learning are taught to secure effective transition to Year 1

Reporting to Parents

Completed via Parents' Evenings, termly reporting procedures and ongoing discussions where necessary to support home learning and maximise impact,

Adaptations and reasonable adjustments:

How we make suitable adaptations to support the learning of pupils with special educational needs

- Pupils identified as having Special Educational Needs generally study the same curriculum "scope" as their peers unless there is specific cognitive reason that makes this impossible, or pupils are working at a level significantly below their peers with large gaps in learning.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our staff are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO, support pupils in their role.
- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.
- Adaptive practices within the lesson itself are used ensure exceptional progress

Our Inclusion practices may also include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Larger elements broken down into smaller components
- Cross curricular consolidation
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on activities, rather than defaulting to reading/written content only
- Using Visual prompts and stimuli, ICT technology, apps, video and computer based technologies where appropriate

- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- Overlearning key concepts that build towards longer term aims and ambition

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to process information, respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Assessment in general

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored. Components of objectives achieved build towards specific elements/blocks recorded on Educater, the schools' tracking system.

This is completed at least once per term but ongoing formative assessment takes place all the time.

Progress is judged "within the curriculum" as pupils build their cumulative knowledge towards longer term larger curriculum aims:

- In the lesson
- Across a range of lessons
- Preparation for next phase of learning REC/KS1/KS2/Y7

Metacognition and harnessing the learning narrative:

To support learning, vocabulary will always be examined and discussed by pupils in each new lesson.

This approach reduces cognitive load (CLT) and allows pupils to easily reactivate prior learning. Strong links will be made with previous and future learning and pupils will explicitly see themselves on a "Learning Pathway" or journey.

Previous learning will be reactivated via discussion and books and sketch books will support a sense of a visible learning pathway.

This will be achieved using photographs and strong visual and language reminders for pupils of previous learning. This approach is most important for our lowest achieving 20% of pupils who often have communication, language delay, this can be most complicated by pupils presenting as being on the Autistic Spectrum Conditions (ASC).

Whilst the curriculum remains constant the pedagogy used to access the curriculum will differ, some pupils will need additional processing time to “over learn” concepts and consolidate learning. Other pupils may need a variety of taught and sequenced strategies to support longer term progress in the curriculum.

Long and short term planning and sequencing

Long, medium and short term planning is the responsibility of individual teachers who take account of the needs of the children in a particular class; the topic area they are covering and the progression guidance then plan accordingly, building components towards long, medium and short term aims of the curriculum.

Related policies

- Assessment Policy
- Teaching and Learning Policy
- Curriculum Policy

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Equal Duties/ Opportunities and Inclusion statement

The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves their absolute maximum potential.(please refer to the 9 protected characteristics)

Community Cohesion

The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity.

Role of Subject leader

- To lead development of subject in school ,
- provide guidance to individual staff members and professional development
- regularly update staff

- review and monitor the success of the planned units of work, components and learning sequencing
- be responsible for the organisation and maintenance of resourcing
- Support staff in appropriate and manageable assessment
- Support staff, alongside the SENCO in making reasonable adjustments and adaptations
- Monitor impact, plan and review
- Keep up to date knowledge of all association and “body” recommendations including research information