

## **Oak Field School Policy for Physical Education**

### **Philosophy**

At Oak Field School, we believe that all students are entitled to a broad, balanced and enriching PE programme, which will lead to whole school improvement. In addition, we have an important role with our partner schools and wider community, with whom we will share resources, develop and share good practice and provide pathways for progression.

The teaching of PE will ensure recognition of the diversity of the curriculum needs of different ethnic groups, gender, disability and age. Consequently the resources and activities used will ensure the appropriate balance in terms of equal opportunities.

\*See also racial equality and equal opportunities policies

The PE curriculum will follow The National Curriculum, where appropriate, and will also incorporate elements from the ' Early Years Foundation Stage Guidance' and reference Individual Therapy Programmes.

The delivery of the PE Curriculum will incorporate a cross-curricular approach where appropriate.

In the delivery of the PE curriculum, due regard will be given to parents, family and the wider community.

The school will recognise the value of PE in terms of overall promotion of the healthy individual, motivation and learning skills.

The PE programme is intrinsically linked to the Physical Activity element of the Healthy Schools Standard.

The school will be involved in national initiatives and competitions that enrich provision in PE and Sport for our own learners, as well as those in partner schools.

All pupils will have opportunities to develop in an atmosphere of mutual understanding and respect

### **Aims**

For students to become successful learners who make progress and achieve

For students to become confident individuals who are able to live healthy and fulfilling lives

For students to become responsible citizens who make a positive contribution to society

For students to develop skills in physical activity

For students to make and apply decisions

For students to develop physical and mental capacity

For students to evaluate and improve their performance

For students to make informed choices about healthy active lifestyles.

### **Strategies for putting policy into practice.**

The PE curriculum will be broader than the National Curriculum and will incorporate elements from the EYFS guidelines, as well as involving close consultation with Physiotherapists and Occupational Therapists in order to provide the most appropriate activities for, and fulfil the individual needs of, each student.

Students will: -

Be involved in a broad range of different activities that, in combination, develop the whole body

Experience a range of roles within a physical activity

Specialise in specific activities and roles

Follow pathways to other activities in and beyond school

Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class

Use ICT as an aid to improving performance and tracking progress

Make links between PE and other subjects and areas of the curriculum.

Explanatory notes

Roles: These include performer, leader and official.

Follow pathways: This may involve:

regularly getting involved in PE, sport, dance and healthy physical activity

taking part in school and community sport and dance opportunities

deciding to become a performer, leader or official and working towards accreditation

being involved in increasingly complex and challenging tasks and activities.

ICT: This includes using ICT to:

record and review performances

record data for the purposes of personal improvement.

Wherever possible the school will participate in coaching courses, schemes and festivals organised by outside agencies or partners.

External coaches, trained to the school's requirements, will be used to provide blocks of specialist coaching in activities such as urban hockey, cricket, table top cricket, football and Ice-skating.

The school will use local sports facilities in order to provide such activities as sailing, canoeing, ice skating, climbing, cycling, bowling and orienteering.

The school will provide Out of Hours learning for students at lunchtime, after school and as part of residential experiences.

National, local and school-based award schemes will be used.

Students will have the opportunity to follow courses leading to Entry Level PE, Sports Leadership Awards, Cambridge Technical Certificate in Performing Arts and Arts Award Bronze.

### **Roles and Responsibilities**

The Coordinator Health and Well Being Physical Development and Sport will set and monitor targets and strategy for sport and PE.

The Coordinator Health and Well Being, Physical Development and Sport will have the responsibility for ensuring that the students' physical, sport and health needs are met within the curriculum and beyond. He/She will also work closely with colleagues in the City, community, campus and universities, having an impact on educational progress across the school and campus community.

Class teachers will have responsibility for planning, teaching and assessing in PE, working closely with the Coordinator.

The Coordinator will be responsible for ensuring challenging, stimulating and safe equipment is available for students to access.

### **Assessment and recording**

Assessment will refer to QCA's 'P' levels and National Curriculum Levels using Classroom Monitor. Core tasks will be set to inform planning and progress will be monitored using a variety of techniques. Self evaluation will be encouraged and

photographic evidence recorded. Health related fitness measurements will be recorded at regular intervals using whole school agreed framework.

### **Monitoring, review and evaluation**

The policy will be reviewed regularly in line with the SDP. Consultation with staff and dept. heads will be necessary to review Schemes of Work and develop them as appropriate. Evaluation will be by HT as well as SEF and observation

Last reviewed Sept 2016

Next review Sept 2017