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# School Policy

## PE

**Co-ordinator: Debbie Fitton**

This policy adopted by Governors in January 2018

Signed by the Chair

To be reviewed in January 2019

# Hawthorns School

## Physical Education (PE) Policy

### Rationale

Hawthorns School believes that regular Physical Activity is essential to the development of the whole child –academic, social, emotional and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem, quality of life, improves health, promotes social inclusion, raises confidence and counters anti-social behaviour. Schools play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to Physical activity.

High quality PE and School Sport at Hawthorns will provide all children with the opportunity to develop their commitment, understanding, a healthy, active lifestyle, confidence, skills, participation in a range of activities, thinking and decision-making, a desire to improve, stamina, suppleness, strength and enjoyment. As a special school, the weighting of PE in the curriculum is heavier than it may be in a mainstream school. This is to address the needs of our pupils, who benefit by having further opportunities to improve balance, gross and fine motor skills.

### 1 Aims and objectives

**1.1** Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. Offering children opportunities to develop different techniques and ways of thinking such as outwitting opponents; accurate replication of actions; exploring and communicating ideas; performing at maximum levels; identifying and solving problems to overcome challenges; exercising safely and effectively. Thus it involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle, enabling the children to make informed choices about physical activity throughout their lives.

**1.2** The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
  - to encourage children to work and play with others in a range of group situations;
  - to develop the way children perform skills, and apply rules and conventions, for different activities;
  - to show children how to improve the quality and control of their performance;
  - to teach children to recognise and describe how their bodies feel during exercise;
  - to develop the children's enjoyment of physical activity through creativity and imagination;
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- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to follow a learning programme which incorporates structured planning for activities and progression for all abilities

## 2 Teaching and learning

**2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Children work at their own level and are helped by support staff when necessary. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

**2.2** In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks.
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).
- Utilise the full range of up to date resources and CPD available.
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## 3 PE Curriculum planning

**3.1** PE is a foundation subject in the National Curriculum. Our school adapts ideas from a range of schemes of work e.g TOPS, Val Sabin, Tameside guidelines ,as the basis for its curriculum planning in PE.

**EYFS** Pupils should be taught:

### Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating

## Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories

## Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
  - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
  - perform dances using a range of movement patterns .A specialist dance coach teaches dance to KS2
- take part in outdoor and adventurous activity challenges both individually and within a team to express, explore and perform their ideas and responses to a variety of stimuli.

**Games** – there is a skills-based emphasis for teaching games, with opportunities for individual practice, partner work, small group and team games. The Olympic legacy ideals and School Games Values associated with fair play and sporting behaviour are encouraged at all times and rewarded as appropriate. Key Stage 2 Games are taught by a Sports coach from Active Tameside.

**Gymnastics** – this is taught through a thematic approach both for floor and apparatus work. Large apparatus will be introduced to suit the ability of the children

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**Swimming** - all KS2 children will have two 6 week blocks of swimming each year. They are also taught water safety. Other classes will be introduced to swimming if time and facilities allow. See Hawthorns Swimming Policy for more information.

**Athletics** - Key stage 1 involves basic skills of running, jumping and throwing. At Key Stage 2 children will be introduced to measured performance aimed at self-improvement

**Sensory sessions** – Many of our children benefit from daily multi activity sensory sessions. Activities are planned to meet the varied needs of the children and include use of trampettes, body balls, bouncy castle, stools and mats, and a range of PE equipment to engage, motivate and develop both gross and fine motor skills. There may also be yoga and dance to music.

**Outdoor and adventurous activities** - At Key Stage 1 this may involve visiting local parks and sports facilities e.g. Ashton Cycle track, simple orienteering on the field. At Key Stage 2 children may have opportunities for cycling, indoor climbing, canoeing, local sports facilities and orienteering.

**Adventure Days** – each class participates in a minimum of 2 Adventure Days per term. This is usually a country walk with no cost other than transport. Classes may walk near reservoirs, along the canal, in country parks or country trails etc.

**Competitive Sport** - Many pupils take part in a range of tournaments and sports festivals both within school between year groups and with other schools. We enter teams in the Greater Manchester School Games, SEN Table Cricket, Special School Football at MCFC , Tameside Cheerleading competitions and festivals with local Special schools.

**3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

**3.3** Medium term plans gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Where possible activities are linked to the class topic which changes each term. The PE teacher keeps evidence of planning and gives a copy to each class teacher.

**3.4** The PE teacher is responsible for individual lesson planning.

**3.5** We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

**3.6** We plan all activities in line with the aims and objectives of the School Sport Partnership. Particularly planning to deliver high quality PE, increase participation and work within the local competition framework.

## **4 Foundation Stage**

**4.1** We encourage the physical development of our children in the Early Years Foundation Stage (EYFS) as an integral part of their work. As EYFS follow the Curriculum Guidance for the children in Early Years, we relate the physical development of the children to the objectives set out in the 'Physical Development' area of learning, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Children have a mix of play sessions as well as more formal PE depending on their needs. They are given opportunities to participate in dance, gymnastics, games and athletics as well as outdoor and adventurous activities using local facilities.

Children are assessed against the EYFS goals as well as P levels for all physical areas.

## **5 Contribution of PE to teaching in other curriculum areas**

### **5.1 Literacy**

PE contributes to the teaching of Speaking and Listening in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. Adult support is given where needed

### **5.2 Numeracy**

PE provides the opportunity for children to measure a range of factors e.g. distance thrown, time taken to complete activity, heart rate. Dance also involves movement in response to rhythm and pattern.

### **5.3 Science**

Cross curricula activities take place that allows the children to estimate measure and predict the outcomes of physical activity performances .We also discuss the effects of exercise on our bodies.

### **5.4 ICT**

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance, gymnastics and outdoor activities, children use IPADs to record experiences to evaluate and improve their own and others performances. We also use ICT programmes such as Espresso , U tube etc for suitable links and regularly watch recorded visual sports clips to enhance understanding.

### **5.5 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these.

### **5.6 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. They learn about trying to do their best and how to cope with winning and losing. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6 PE and inclusion**

**6.1** We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We adapt activities, equipment and games to allow all children to participate and support staff help with individual needs. We strive hard to meet the needs of all pupils, including those with physical disabilities, gifted and talented pupils, and we take all reasonable steps to achieve this. Some of our children have opportunities for inclusion in PE sessions within a mainstream school.

## **7 Assessment for learning**

**7.1** The PE teacher assesses children's work in PE by making assessments as they observe them working during lessons. Support staff may also be asked to assess specific skills under the guidance of the teacher. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons.

Each child has a record sheet showing Bronze, Silver and Gold levels of achievement. I Can statements for each area of PE are broken down into these levels. Pupils are assessed within each statement as Hesitant, Effective or Fluent. This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's policy for reporting to parents. The PE teacher shares information with the class teacher.

**7.2** In order to maximise the tracking of a child's progress in PE an initial assessment will generate a baseline measurement of skill proficiency and this may be reviewed at any stage of development in line with national and local benchmark scores and targets.

**7.3** The PE staff keep photographic evidence of children's work as well as daily updates on class blogs and Twitter.

## **8 Staffing**

**8.1** The school follows the national school sport partnership model and provides a PLT to coordinate the PE and school sport provision. The PLT works closely with other special schools and enabling support from other local agencies and workforce, in particular the school's SSCo. The PE teacher is supported in all lessons by class staff and a specialist PE assistant.

**8.2** The designated PE teacher or class teacher teaches the full PE curriculum to their/all classes. All KS2 children have a minimum of 2 6 week swimming blocks at Denton Baths. Swimming is taught by specialist swimming instructors supported by class staff who work in the water with the children and KS2 games and athletics by sports development coaches supported by the PE teacher and support staff. Where staff other than school staff are used to deliver PE and school sport, they are appropriately inducted, monitored and their practice evaluated to ensure their provision fits in with the aims and curriculum of the school.

## **9 Resources**

**9.1** There is a wide range of resources to support the teaching of PE across the school. Learning takes place in the school hall, playground or grass field where appropriate. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. There is a store for playground equipment and bikes outside. The hall contains a range of large apparatus, and we expect the children, with support, to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games, athletics and OAA activities, and the local swimming pool for swimming lessons. Other local facilities are also used e.g. Debdale Water Park, Ashton cycle track.

**9.2** Where appropriate, the PLT can utilise the support offered by the SCo to initiate programmes and also acquire suitable resources normally not found in the school on a day-to-day basis.

## **10 Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments and the **British Association of Advisers and Lecturers in Physical Education** (Baalpe) safe practice document which outlines specific PE guidance. The **Baalpe** safe practice document and risk assessment is available from the PE coordinator.

- An annual inspection of all PE equipment will be organised by the Facilities manager
- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Defective equipment should be removed immediately.
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson

- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson –white t shirt, black shorts and pumps. Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with verrucas should wear pumps
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. Spare kits are kept in the PE store.
- Staff are expected to set a good example by wearing appropriate footwear when teaching PE.

### **10.1 Sporting Injuries.**

- Hawthorns School acknowledges that many sporting activities can be dangerous. Activities can vary from simple basic games to team events, sports day, cycling, football, indoor climbing, swimming and canoeing.
- The PE teacher and/or Health and Safety Officer will carry out a risk assessment of each activity prior to children's participation and lay down clear guidelines for children and staff to minimise risks.
- Clear instructions will be given about rules and behaviour
- The number and qualifications of staff will be clear for each activity.
- An activity will not continue if the appropriate staffing is not available
- If a child indicates any form of pain or injury during an activity, they must stop the activity and checks will be made to ensure it is safe for others to continue. An activity will not start until all clothing has been checked for safety. All activity will stop if a child removes any protective clothing
- The Health and Safety officer will at least once a year personally witness those sporting activities, such as swimming, which through their very nature have a high risk factor involved and will check that all agreed procedures and staff numbers are being adhered to.
- Where any child suffers an injury as a result of a sporting activity, parents/carers will be informed and future risk assessments for the activity will be modified.
- All accidents must be reported and recorded in accordance with Academy and school requirements.
- All lessons begin with a warm-up and end with a cool-down to eliminate body injuries
- If a child does not have a PE kit, then the school will provide some for the child on that occasion. In the case that a child cannot take part in the lesson due to illness or injury, where appropriate the child should sit and watch and then carry out a role other than performing as specified by the teacher e.g. keeping score, observing and evaluating performance.

**10.2** The emotional stability of each class must be assessed throughout the lesson and responded to appropriately. This will influence the choice of activities and equipment and may require changes to the lesson. Children are required to behave in a considerate and responsible manner, showing respect for other people and equipment. Support staff will work with children who may require extra help to access a lesson and to minimise behaviour issues.

## **11 Swimming**

Tameside Sports Trust provide weekly swimming lessons for our school and provide detailed guidelines and health and safety regulations. We have developed close links with the swimming staff to ensure that we work together for the benefit of our children ensuring their individual needs are considered. We use school minibuses to transport children to the baths and all guidelines relating to educational visits apply to swimming sessions. All KS2 classes will swim for two half-term blocks per year.

The school swimming coordinator is responsible for the organisation and staffing of swimming sessions and class staff must follow the guidance of the coordinator and baths staff during lessons. Health and Safety is a constant priority and arrangements for each class may vary due to the needs of the children. There will always be school staff in the water as well as on the side for first aid/1:1 monitoring and behaviour management and staff will supervise changing. More information can be found in the Swimming Guidelines in the PE scheme of work.

## **12 Extra-curricular activities**

**12.1** The school provides a range of PE-related activities for children at lunchtimes and two after-school clubs for KS1 and KS2. The KS2 club is taught by our Active Tameside Coach. These encourage children to further develop their skills in a range of the activity areas. The school also enters competitions where appropriate. This introduces a competitive element to sport, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

**12.2** The school encourages the promotion of local community clubs in particular Tameside Titans clubs which offer inclusive activities.

## **13 School Sports Premium**

The PE coordinator is responsible for the School Sports Premium budget. A statement of intent will be publicised annually on the school website as well as accounting for the spending each year and monitoring the impact. The funding is ring fenced and can only be used for PE and Sport activities and resources.

## **14 Equality**

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

## **15 Monitoring and review**

**15.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PLT /PE Coordinator. The work of this teacher also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The PLT and staff are supported in

the management and delivery of high-quality PE through the School Sports Partnership. The PLT gives the Executive Headteacher and governors an annual summary report.

**15.2** The PLT coordinates the staff development for PE and school sport within the school and takes advantage of the CPD on offer, as being part of the school sport partnership, reviewing the needs of the staff and school.

**15.3** This policy will be reviewed every 2 years

**Date:** 1<sup>st</sup> January 2018