

# **Langley School**

## **Physical Education Policy**

### **POLICY STATEMENT**

Physical Education at Langley is about developing children's enjoyment, confidence, ability and skill in a variety of physical activities. It is a practical subject through which we aim to give all children, irrespective of age, gender, ethnic and cultural background, or ability; opportunities for participation, enjoyment, success and progress.

It is a Core area of the school's curriculum and is especially important for children with Moderate Learning Difficulties and Autistic Spectrum Disorders. Such children often have balance and motor-control problems, both fine and gross, which parts of the Physical Education syllabus can address.

When Physical education is experienced in a safe and supportive environment, it is a unique and vital contributor to a pupil's physical development and well-being, and is important as a focus for building self-esteem, which flourishes as children gain confidence in the mastery of their movement.

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, pupils should enjoy success and be motivated to further develop their individual potential, irrespective of their innate ability.

### **CURRICULAR AIMS**

In Physical Education our aim is that the children will:

1. develop skilful use of their bodies, and the ability to remember, repeat and refine actions; performing them with increasing control, co-ordination and fluency, and through this develop a sense of self-confidence [acquiring and developing].
2. develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying].
3. improve their observation skills and the ability to describe and make simple judgements of their own and others' work, and use their observations and judgements to improve performance [improving and evaluating].
4. develop an understanding of the effects of exercise on their bodies, and an appreciation of the value of safe exercise; promoting and maintaining muscular strength, general and cardio-vascular health, and developing an understanding of the importance of maintaining personal fitness [knowledge and understanding of fitness and health].
5. develop the ability to work independently, and communicate with and respond positively towards others; developing interpersonal skills through participation and co-operation, awareness of others and developing an understanding of fair-play [working alone and with others].
6. begin to understand safe practice; developing a sense of responsibility towards their

own, and others', safety and well-being [applying safety principles].

7. develop confidence in the swimming pool; know basic water safety and personal survival skills, and be able to swim at least 10 metres.

## **STRATEGIES**

Lessons will include a balance of individual, paired and group activities.

These will create co-operative, collaborative and competitive situations to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of the subject, aim to promote a broad base of movement knowledge, skills and understanding, as well as developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and, where appropriate, problem-solving.

Pupils will be encouraged to appreciate the importance of a healthy and fit body, and begin to understand the factors that affect health and fitness.

Each year key stage 2 pupils will all have the opportunity to attend a local swimming pool for a course of instruction in swimming and associated skills.

Each lesson contains a physiotherapy activity intended to address the most common gross motor and balance problems experienced by our children. In turn such exercises may help children's fine motor control.

The school has links with outside agencies which come into school from time to time to deliver specialised lessons and training to the children: these include dance groups, and sports groups such as Aston Villa Football Club – Special School League.

## **SYLLABUS and ORGANISATION**

The syllabus is based on the National Curriculum and Foundation Stage syllabus, adapted where appropriate to the needs and abilities of our children. Planning is carried out in each department of the school in half termly blocks fitting into the whole school curriculum plan.

In the Foundation Stage the planning broadly follows the Physical Development sections of the Foundation Stage curriculum.

In Key Stage 1 the children follow the following subject content in the KS1 programme of study: Games, Gymnastics, Orienteering, Athletics and Dance, and they will have a course of swimming or Hydrotherapy during one of the terms in each year.

In Key Stage 2 the children follow the following subject content in the KS2 programme of study: Games, Gymnastics, Dance, Athletics, Outdoor and Adventurous Activities, and they will have a course of swimming during one of the terms in each year.

Pupils in Key Stage 1 are 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 and perform dances using simple movement patterns.

Pupils in Key Stage 2 are 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; take part in outdoor and adventurous activity

challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best. In addition to the above pupils in Key Stage 2 will also be taught to swim competently, confidently and proficiently to the best of their individual ability; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.

Lessons are usually taught in class groups but in some circumstances they will participate in ability groups, for example; when outside agencies are involved in the delivery.

The school's visiting physiotherapist has identified the most common gross motor and balance problems experienced by our children. Each half term's block of work contains a programme of activities provided by the physiotherapy team to be undertaken by all the children, intended to address these problems, but which can be taught by the school's staff inclusive of the intervention team.

## **ENTITLEMENT and EQUAL OPPORTUNITIES**

All children are offered equality of access to Physical Education so that each will be able to participate in, and benefit from, the full range of planned activities according to their individual abilities and needs.

All children should take part in all lessons undertaken by their class, including swimming or hydrotherapy as individuals require this provision. They should only be excused at the explicit request of a parent on medical grounds. The general rule should be that if the child is fit enough to be in school, they are well enough to take part in the lesson.

## **EQUIPMENT and RESOURCES**

The specialised equipment and resources necessary for the delivery of the planned curriculum are reviewed annually by an audit completed by the staff. This audit informs the replacement and additional purchase of equipment and resources. Other equipment is purchased as the curriculum changes and the need arises.

Apparatus is regularly checked in line with health and safety procedures, by outside contractors as required.

The curriculum co-ordinator keeps a list of all the currently available equipment where possible.

## **HEALTH and SAFETY**

Any physical activity involves an element of risk, and almost all the activities of a normal Physical Education lesson contain such risks. Most children are aware of simple risks and take responsibility for themselves.

However, it is necessary for staff to consider how any of the activities of each lesson will be undertaken by the children, and where risks may occur, particularly considering the special nature of our children. Special consideration should be taken whenever any apparatus is used.

Educating children about risk, safety, and responsibility for themselves and each other is an important part of the Physical Education curriculum and forms a normal part of any such lesson.

It may be a normal part of a Physical Education lesson, especially in the upper school, for the children to set out and put away some items of equipment. When this happens special care needs to be taken and appropriate instruction given, particularly with regard to lifting and carrying.

Children should change into clothing suited to the particular activity in which they will be engaged. This will usually be a tee shirt and shorts or P.E. skirt. If the lesson is to be outside additional clothing can be worn over the top, such as jogging bottoms and a top. Staff should wear appropriate clothing for the activity; at the very least they should change their footwear.

Consideration of appropriate footwear is very important; training shoes are only suitable for outside use and must be laced securely. For indoor work, pumps are the most suitable but bare feet are acceptable for some activities.

Long hair must be tied. Jewellery is not normally worn by the children, but they should also remove watches and earrings. If it is not possible for the children to remove rings or earrings, they should be taped over in order that they should not present a danger to the child in the lesson. Parental permission should be sought for this.

Staff should be aware that their own watches and jewellery present similar hazards to both themselves and the children, and should take appropriate action too.

Where there are any doubts, copies of the Physical Education Health and Safety Manual should be consulted. Class staff should also complete their own specific class risk assessment.

## **MONITORING and ASSESSMENT**

Staff carry out informal assessment in each lesson relating to the units of work and the children's ability in general. There is space provided on the planning sheets for this, or staff have their own form of recording. Each term the profile sheets are updated and assessments are transferred to these. This system does not describe the children's prowess in each aspect of the subject and other systems of recording are under consideration. Such systems need to be useful but no more cumbersome to administer than that currently in use. The achievements of the children in swimming are recorded as they gain certificates and badges for water skills and distances.

## **RRSA**

All the schemes of work at Langley are underpinned by the human rights of everyone under 18 years of age as outlined in the United Nations Convention on the Rights of the Child. The relevant articles from the Convention will be referred to as appropriate within specific planning.

Carla Topham

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