



Physical Education Policy

At Ravenshall School it is our intention to provide a balanced programme of physical activities for our students regardless of any academic, physical or cultural differences within a safe and caring environment.

We want to ensure that the provision contains stimulating, challenging but also enjoyable and realistic targets. By doing this we hope to promote the social and moral values of respect and tolerance for each other plus a sense of fair play.

We want our students to be able to appreciate the advantages of an active and healthy lifestyle and wherever possible raise their self-esteem

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Aims

Knowledge, Skills and Understanding.

a) Acquiring and developing Skills.

Some pupils should develop skills into techniques specific to suit different activities displaying some measure of control. Some pupils with specific difficulties will only be able to explore basic skills, actions and ideas though most should be able to consolidate existing skills and gain new ones.

b) Selecting and Applying Skills, Tactics and Compositional Ideas.

Most pupils should have developed the ability to plan and adapt strategies, tactics and compositional ideas co-operatively. Some pupils with specific difficulties will not be able to significantly progress and therefore will only practice skills and actions in sequence and combination.

c) Evaluating and improving performance

Most pupils should be able to evaluate their performance and suggest improvements. Some pupils with specific difficulties will not have progressed so far and may only be able to observe and copy others.

d) Knowledge and Understanding of Fitness and Health

All pupils will know of some reason why it is important and fun to be active. Most pupils will have some idea about being properly dressed and warmed up for physical activity and understand the need for good hygiene.

Cross – Curricular Themes

PSHCE

Through PSHCE pupils will be encouraged to adopt a cooperative and responsible manner and to be aware of theirs and others rights and responsibilities.

Spiritual, Moral, Social, Cultural.

See opening statement.

Key skills

Our physical Education programme aims to address Key Skills with particular emphasis in Improving Own Learning, Working with Others and Communication though Problem Solving and Application of Number will have their place during appropriate activities.

Other Aspects

Pupils will use *Thinking Skills* appropriate to their ability in order to evaluate performances and express ideas and opinion. Whilst *Work Related Learning* will take place as some pupils adopt organisational roles.

Use of Language

Speaking and Listening (Eng. 1)

These skills will be used as the pupils: -

- a. Describe and comment on their work and that of others.
- b. Work cooperatively in pairs, groups and part of a team.

Health and Safety(also see safe practice 2016 edition in PE store)

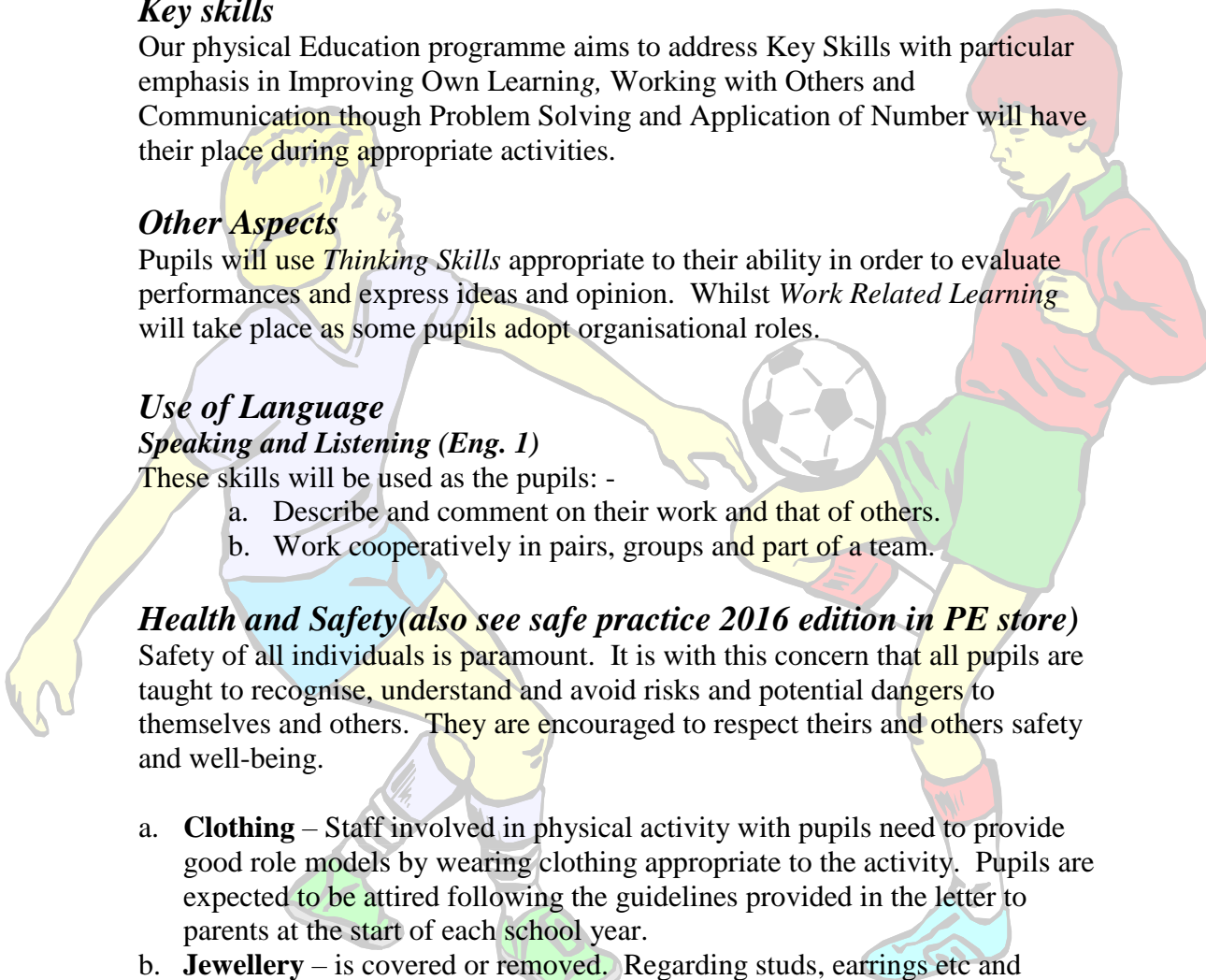
Safety of all individuals is paramount. It is with this concern that all pupils are taught to recognise, understand and avoid risks and potential dangers to themselves and others. They are encouraged to respect theirs and others safety and well-being.

- a. **Clothing** – Staff involved in physical activity with pupils need to provide good role models by wearing clothing appropriate to the activity. Pupils are expected to be attired following the guidelines provided in the letter to parents at the start of each school year.
- b. **Jewellery** – is covered or removed. Regarding studs, earrings etc and ‘illness’, a note from home is for information only and does not automatically excuse a child from Physical Education.
- c. **Environment** – Risk Assessment for school hall
for school field
for playground

Written

(Note for locals: - ‘because this a school environment the walking of dogs is prohibited’. Plea to locals about the dangers of Toxicara).

- d. **Apparatus** – all pupils are made aware of the potential risks attached to setting out apparatus and are shown how to lift and carry equipment safely.
- e. **First Aid** – see school policy.



Inclusion

Due to the diverse nature of our stated children all the aspects listed in this section are implemented appropriately.

- We set suitable learning challenges.
- We teach knowledge, skills and understanding in ways that suit our pupil's abilities. (Choose from earlier or later Key Stages).
- We are flexible regarding long-term medical problems etc.
- We appreciate our pupil's attainments fall significantly below the expected levels at Key Stage and need a much greater degree of differentiation.

Whilst responding to pupil's diverse learning needs we: -

- Provide opportunities for all pupils to succeed ie.
 - Boys and girls
 - Pupils with SEN
 - Pupils with disabilities
 - Pupils of different ethnic group
 - Pupils from diverse linguistic backgrounds
- To overcome potential barriers to learning and assessment for individuals and groups of pupils we: -
 - Help with communication, language, and literacy.
 - Develop Understanding
 - Plan for full participation
 - Provide support from adults or peers when needed
 - Adapt tasks or environment
 - Provide alternative activities where necessary
- In order to manage behaviour we: -
 - Set realistic demands
 - Use positive behaviour management
 - Give pupils chance to develop co-operative skills
 - Teach pupils to value and respect each other
 - Encourage/teach independent learning
 - Teach essential safety.
- In order to manage pupils emotions we: -
 - Provide adapted, modified alternative activities.
- For pupils with SLD we: -
 - Plan to develop spoken word by ensuring effective opportunities for talk

Teachers also take account of pupil's religious and cultural beliefs and practices through providing appropriate physical activity and learning opportunities at times of fasting.

Equal Opportunities

See opening statement (and School Equal Opps. Policy)

Resources

See Appendix 1

Non-participants

Are encouraged to make a clear and purposeful contribution to the lesson eg by scoring or evaluating performances.

Wet Weather Provision.

The school hall is available on these occasions.

Time Allocation

Each mixed year group is allocated an average of 2hrs. PE timetable time. Primary age pupils have swimming on their timetable.

Planning

Long, Medium Term Plans in appendix 2. Short term plans in teachers curriculum files and kept centrally on the school network

Assessment, Recording and Reporting.

- Throughout the school pupils will be assessed against the end of Key Stage descriptors as working towards or achieved.
- A verbal progress report at parents day will be given and a written end of school year assessment will be part of a general report for each student.
- During the school year there will be occasions for recognition of achievement in the students school Record of Achievement files in the form of certificates gained.
- Pupils will be assessed during each Key Stage against attainment targets in appendix 3 and recorded on integrisg2.
- There is a staff assessment file for non pe trained staff and also for regular staff to review their practice
- Close work is also done with other schools to progress AFL strategies.
- AFL levels from p4 to level 6 are displayed in the sports hall and lesson plans account for positive AFL.

Extra Curricular Activities

There are Key Stage 3 and Key Stage 4 football teams which are on occasions, mixed. All teams have fixtures with similar category schools throughout the year.

The school also enters pupils in football, rugby swimming, boccia, new age kurling and athletics tournaments. Three after school sports and energy clubs operate once a week for 1 hour for interested pupils of all ages and abilities, and a bike club. There are a variety of lunchtime sports and energy clubs for all ages and abilities.

During break times pupils have access to structured and non structured play including ball games, use of climbing frame,, and use of bikes in Key Stage 1 and 2,

Specialist Provision

Ravenshall belongs to the Legacy Sport Programme. Through this the school benefits from input from sports coaches who further encourage cooperation, teamwork and inter school competition.

Appendix 1

Resources

- PE specialist and support when identified, as necessary.
- Access to specialist coaching a variety of outside agencies.
- One playing field marked for football and athletics as necessary.
- Two playgrounds marked for basketball with rings.
- One hall with basketball rings and wall bars.
- One smaller hall fitted with wall bars
- Male & female and staff changing rooms with showers.
- Use of outside venues, with centre instructors and risk assessments.

Gymnastics Equipment

- Vaulting horse.
- Wooden benches.
- Gym mats

Games Equipment

- Cricket bags containing bats, gloves pads and balls and spring back wickets.
- Footballs.
- Two sets of plastic mini football posts.
- Rugby balls.
- Volleyball posts, nets, volleyballs.
- Pudding balls, indoor hockey sticks and pucks.
- Badminton posts, nets, shuttles.
- Basketballs, relay battens, High jump posts and bars.
- Training bibs.
- Table tennis tables and nets, bats, table tennis balls.
- Tops Sports bag.
- Tops tennis bag.
- Marking cones.
- Tennis balls
- Various equipment for use with physically impaired pupils.

Accreditation and extension work.

- PE at Ravenshall gives the pupils a chance to leave with Asdan qualifications and some pupils who choose PE for their options in key stage 4 will be involved in the Sports Leaders Programme.

Levels for PE. (IPERF)

In 2016 Ravenshall School moved to a whole school marking system across all subjects. This coincided with the life without traditional levels of the national Curriculum. Please see the following explaining the grading system in PE

Ravenshall Physical Education marking Conversion

Converting to Integris levels from school Physical Education IPERF criteria.

The following grades are awarded so they can relate to the school marking system to enable a uniformed whole school approach.

Pupils are assessed every half term and over the course of the year will achieve various levels on the IPERF scale to determine a final year attainment level.

Pupils working within their level at IPERF competency of introduced – prompted will be converted sub level C.

E.G. Over the year a pupil working at Level 1 and achieving mainly introduced and prompted consistency will equate to an Integris level of 1C. Teachers must also note that if there are more prompted marks than introduced then the final level is 1Cp

INTRODUCED – PROMPTED = sub level C

Pupils working within their level at IPERF competency of prompted-emerging will be converted sub level B.

E.G. Over the year a pupil working at Level 2 and achieving mainly prompted- emerging consistency will equate to an Integris level of 2B. Teachers must also note that if there are more emerging marks than prompted then the final level is 2Be

PROMPTED- EMERGING = sub level B

Pupils working within their level at IPERF competency of reached-functional will be converted sub level A.

E.G. Over the year a pupil working at Level 3 and achieving mainly reached- functional consistency will equate to an Integris level of 3A. Teachers must also note that if there are more functional marks than reached then the final level is 3Af

REACHED-FUNCTIONAL = sub level A

PE Competency Scales – Definitions of Competency

Introduced	Pupils have been made aware of activities and accessed skills with support during lessons.
Prompted	Pupils can achieve some aspects of the criteria with guidance and verbal or physical prompts during lessons.
Emerging	Pupils can achieve most aspects of the criteria independently or with light touch support during lessons.
Reached	Pupils have achieved all aspects of the criteria and are able to work independently during lessons.
Functional	Pupils have been able to apply all aspects of the criteria within a competitive game situation.

	Descriptors of Performance
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, e.g. startling at sudden noises or movements. Any participation is fully prompted.
P1 (ii)	Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus on certain people, events, objects or parts of objects, e.g. turning briefly towards fast moving group activity. They may give intermittent reactions, e.g. sometimes turning away from people or objects moving close to them.
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, e.g. showing surprise when moving into an outdoor environment. They begin to show an interest in people, events and objects, e.g. patting footballs brought towards them. They accept and engage in coactive exploration, e.g. moving about in the swimming pool with the support of a member of staff.
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, e.g. smiling in dance or movement activities. They recognise familiar people, events and objects, e.g. gesturing or vocalising in a particular way on arrival at the poolside. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, e.g. pushing away a ball when it is repeatedly rolled towards them. They cooperate with shared exploration and supported participation, e.g. being guided in creating patterns of movement.
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, e.g. pointing to a particular piece of PE equipment. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, e.g. tapping one item of equipment

	with another. They observe the results of their own actions with interest, e.g. dabbling their hands in the swimming pool and attending to the effects. They remember learned responses over more extended periods, e.g. bouncing up and down on a trampette.
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, e.g. pushing a ball towards a peer or adult. They can remember learned responses over increasing periods of time and may anticipate known events, e.g. beginning to move when the music starts. They may respond to options and choices with actions or gestures, e.g. moving towards one outdoor activity rather than another. They actively explore objects and events for more extended periods, e.g. moving around a space and encountering a range of objects or obstacles. They apply potential solutions to systematically to problems, e.g. reaching out a foot or hand to intercept a moving ball.
	Descriptors of Performance
P4	Pupil's movement patterns are established and they perform single actions, e.g. rolling, running, jumping or splashing. They respond to simple commands, e.g. stop. They recognise simple pieces of equipment e.g. a ball or a hoop. They show awareness of causes and effect e.g. knocking down skittles.
P5	Pupils link two actions in a sequence, e.g. crawling and walking, or climbing or other prompts. They explore a variety of movements and show some awareness of space. They understand some basic concepts e.g. taking big or little steps in movement activities or placing big and small balls in different baskets. They take turns with a partner or in a small group. They recognise and collect on request familiar pieces of equipment for example a mat to lie on or a hoop to jump into.
P6	Pupils work in pairs and in small groups cooperatively although they may need support to follow instructions and keep on task. They move in a variety of ways, e.g. slowly and quickly. They link movements in a simple sequence, although they may require support to do this. They recognise small and large apparatus and use it with some basic control. They throw and kick a ball, but lack direction.
P7	Pupils express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing e.g. they kick a ball towards a target or throw a ball towards a partner. They listen to instructions and stop and start with some accuracy. They work closely in pairs, trios or small groups. They share and wait their turn. They are aware of the changes that happen to their bodies when they are active.
P8	Pupils move with some control and coordination, e.g. they travel under and over climbing equipment. They follow and imitate sequences and patterns in their movements. They use small and large apparatus safely. They are aware of space, themselves and others. They play simple games and may require support to keep score and follow game rules. They recognise the changes that happen to their bodies when they are active.

Ravenshall Primary Department Physical Education

Primary Physical Education at Ravenshall is based on The National Curriculum for Pupils with Learning Difficulties (Equals 2007), and the New National Curriculum 2013

All pupils take part in two PE lessons per week:-. These lessons cover

Key Stage 1	Key Stage 2
Dance Games Gymnastics	Dance Games Gymnastics Athletics Swimming throughout years 5 and 6

In addition all pupils from Primary Class 1 to Class 4 take part in Outdoor Adventure Activities on day trips to Tong Woods.

Year 6 pupils attend a 3 day residential at Cliffe House

Foundation pupils have outdoor provision throughout each day.

Pupils have opportunity to perform dances in whole school concerts in Autumn or Spring Terms.

Pupils take part in Sports Day and Mini Olympics in the Summer Term.

Children have opportunities to attend sports clubs at lunchtimes and afterschool.

In addition they have opportunities to engage in both structured and free play activities outside daily at break times, using a range of equipment.

