

PE Policy

Aim:

At Landgate School, we believe that Physical education has a fundamental role in the physical, social, emotional and intellectual development of the learners. We aim to provide a broad and balanced PE curriculum with progressive learning, appropriate challenges and targets. Using supportive resources we aim to develop a full range of skills amongst learners, including: cooperation, teamwork, communication, independence, leadership, preparation and planning. The school also recognises that PE has a vital role to play in raising awareness, developing good practice and promoting positive attitudes towards healthy and active lifestyles.

Objectives:

- To ensure all learners are given access to the full P.E curriculum
- To provide students the best possible physical activity experiences regardless of race, age or ability, so as to encourage a lifelong healthy lifestyle pattern.
- To develop the knowledge and confidence of staff through sharing good practice, resources and working in partnership with other schools.
- To allow learners to experience the fun, enjoyment and satisfaction that comes from physical activities.
- To enable children to develop and explore physical fundamental skills with increasing control and coordination
- To develop the way learners perform skills, apply rules and conventions, for different activities
- To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control, co-ordination and fluency
- 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).

Key Stage 1 and 2

At Landgate, primary learners are assessed against Primary Learning Ladders which encompass the P Scales (stages 1-9) and National Curriculum Year expectations (stages 10-15). Key stage 1 classes participate in at least one weekly lesson P.E session, additionally physical activity is used cross curricular with other subjects. Learners can access other physical activities throughout the week at break times and in our sensory area. All primary classrooms have a trampette and resistance bands for learners to access.

Key Stage 1 - Knowledge, Skills and Understanding

- 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
- Participating in team games, developing simple tactics for attacking and defending
- Performing dances using simple movement patterns.
- Developing gross motor skills through play activities

Key Stage 2 - Knowledge, Skills and Understanding

- 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
- 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.

Key Stage 3

In key stage three, learners are assessed against Flight Paths which are a breakdown of P scales and National Curriculum year expectations. Learners have an identified pathway dependent on their PE development; ensuring personalised learning.

Knowledge, Skills and Understanding

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- Take part in competitive sports and activities outside school through community links or sports clubs.

Key Stage 4 and Key Stage 5

In key stage four and post 16 PE is planned and delivered around the Duke of Edinburgh award scheme. Learners are challenged to achieve a Bronze award. Learners have to complete:

- Volunteering section: 3 months
- Physical section: 3 months
- Skills section: 3 months
- Expedition section: 2 days/1 night
- Learners also have to do 3 more months (additional) in one of the Volunteering, Physical or Skills sections

Swimming

All learners access Rebound and Swimming sessions termly check this. Landgate learners are assessed against our own assessment system throughout the school.

Rebound Therapy

Rebound sessions are delivered by a qualified Rebound therapist. We follow the Winstrada program of rebound therapy from grades 1-10. The phrase 'Rebound Therapy', describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs.

Knowledge, Skills and Understanding

- Strength of limbs
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- Communication
- Co-ordination
- Independence
- Self-confidence
- Balance
- Muscle tone
- Reaction speed
- Spatial awareness
- Body awareness

Other benefits include:

- Stimulation of digestive system
- Improved bowel function
- Internal organ massage
- Clearing of toxins from the body

Assessment

Information for assessment will be gathered in various ways; by talking to the learners, observing learners at work, listening to learners describing what they have done, using IT and Ipads and peer assessment. At the end of each unit of work teachers will assess the progress made by all learners.

Parental Engagement

Encourage after school activities, weekend clubs, information is available for parents to further develop learners' progression and healthy lifestyle via the school main email.

Monitoring arrangement

The Senior Leadership Team / Governors:

- Will monitor the subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually.

Subject Leaders will:

- Will complete departmental SES in line with each data input. Self-Evaluation will take place through whole school systems of scheduled link meetings with staff, SLT and Governors.
- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents/ colleagues in their CPD.
- Keeping up to date with recent PE developments.

Risk assessments

Links to Policies

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits

Date approved:	
Review Date:	
Signed Executive Headteacher:	