



PHYSICAL EDUCATION POLICY

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Updated	29/3/21
Lead	Mr Thurley
Prepared by	Miss McEvoy
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The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- *Eliminate discrimination and other conduct that is prohibited by the Act*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

Rationale

The School believes that physical education, experienced in safe, supportive and inclusive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupil's increasing self-confidence through an ability to manage themselves successfully in variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide an appropriate, stimulating, challenging and enjoyable learning environment for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Aims

Physical Education develops the pupils' knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities. The Physical Education curriculum at Beacon Academy has been broken down into 7 key areas. 6 of which are assessed at each learning cycle.

Key Competencies

1. Techniques (Verbal)

- This is how well you can communicate the range of techniques used in a sporting activity and how to execute them.

2. Techniques (Practical)

- This is how well you can use techniques in practices and in conditioned game based situations.

3. Tactics (Verbal)

- This is how well you can communicate the tactics used in a sporting activity and how to execute them.

4. Tactics (Practical)

- This is how well you can use tactics in practices and in conditioned game based situations.

5. Problem Solving

- This is how well you are able find creative solutions to problems in a wide variety of scenarios.

6. Analysing Performances

- This is how well you are able to evaluate different performances and suggest strengths and areas for improvement.

7. Extracurricular Participation – Not assessed.

Objectives

The objectives for our pupils at Beacon Academy whilst participating in Physical Education are that pupils:

- Participate in a range of activities and take on a variety of roles within those activities.
- Develop their use of a range of techniques and tactics also developing ability to analyse performance and solve problems in a variety of contexts.

- Learn about their body in relation to others and their immediate environment and aim to promote quality of movement (kinaesthetics).
- Are made aware of simple physiological changes that occur to their bodies during exercise (physiology).
- Are given opportunities to develop personal characteristics like leadership, initiative, self-reliance and self-discipline.
- Are given the opportunity to develop areas of activity of their choice in extra-curricular time.

Health and Safety in Physical Education

The Physical Education department will operate under the guidelines set out by the Association for Physical Education in their latest edition of Safe Practice in Physical Education, School Sport & Physical Activity 2020 and continue to monitor updates to regulations from governing bodies through AfPE and contact with the School Sports Partnership.

The following general regulations will also be used to maintain health and safety standards in Physical Education:

- Class teachers and qualified sports coaches keep a record/will be made aware of all pupils with a medical condition that may affect their ability to participate in physical activity in the Active File/Context for Learning.
- All gym equipment is checked annually by an external professional body.
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school.
- Teachers carry out visual risk assessments prior to beginning their lesson and adapt their activity accordingly where necessary.
- Facilities used by the department and activities taught are risked assessed and these are updated annually.
- Teachers and qualified sports coaches check that equipment is safe and suitable on the day it is used.
- Children change clothing and footwear for P.E.
- Apparatus is lifted and carried correctly according to the size and age of the pupils.
- All pupils set out the equipment as part of their Health and Safety learning.
- Accidents are written on the school accident/incident report form.

Assessment in Physical Education

In Physical Education, all students are formally assessed at the end of each unit of work/activity area. The units of work/activity areas have been selected by staff to accommodate the needs of pupils and to encompass a wide range of activities across the curriculum to provide the broadest range of sporting experiences possible for pupils. The activity areas are typically broken down into half termly units, whereby the students will have completed a programme of study in at least 1 activity area (subject to weather and other unforeseeable disruption) by the end of a learning cycle.

Under what criteria are the students assessed?

A framework has been developed using levels 1-9 (in line with the GCSE grading system) to assess the progress of pupils in Physical Education. Assessment will be completed in a summative manner once per learning cycle and feedback will be provided to pupils via assessment criteria on a lesson by lesson basis. At the end of each learning cycle feedback will be provided to pupils via a Physical Education Individual Progress Tracker matched to the Physical Education key competencies and WWW (What Went Well?) and EBI (Even Better If...?) process in conjunction with the Academy marking policy. Students will use this to assess their own strengths and weaknesses in activity areas and suggest their next steps to improve.

At Key Stage 4 pupils progress will be monitored through attitude to learning which will be used to inform an overall ATL (attitude to learning) score to be recorded and reported at each learning cycle. Underperforming pupils will be determined by their attitude to learning. This will be on a scale of 1-4, 4 being inadequate, 3 requires improvement, 2 good and 1 being outstanding.

How is standardisation assured?

Standardisation is assured through the use of a rigorous set of criteria. Video evidence will be provided in the event that the teacher feels it necessary to justify an assessment decision or a comparison is needed between groups by the subject teachers.

Departmental standardisation is undertaken through the exchanging of groups and also through collaborative assessment decisions being made in a meeting between both teachers. Levels and any disagreement in levelling will be discussed and an agreed level will be reached using the 1-9 levelled assessment criteria to inform assessment decisions. In the event that an agreement cannot be reached the ultimate decision will be made by the Lead Teacher. Where the exchange of teaching groups is not possible, teachers will video record pupil performance and this will be used within departmental assessment meetings to reach an assessment decision.

The above assessment format ensures that all assessment decisions across the Physical Education department are robust.

How is the final Physical Education level calculated?

At Key Stage 3, students are assessed according to their practical ability. This will be judged against a levelled (1-9) set of criteria (also known as student progress levels). Pupils will have access to their Individual Progress Tracker and levels throughout Physical Education lessons and will have levelled lesson objectives in lesson to help them accurately assess their own progress. Their level will be given as an average across the key competencies detailed in the aims section of this document. Students will complete their own reflective activity at each learning cycle (every 6 weeks) suggesting their own WWW and EBI, based on the grades awarded.

At Key Stage 4, pupils ATL score (Attitude To Learning score) will be used to assess their progress. This score is an indicator of attitude, effort and performance in the subject. Underperforming pupils will be identified by their ATL and strategies will be put in place to combat underperformance in the next learning cycle. These strategies will be identified on the Context for Learning which can be found in the active file for each group.

Clothing

- All pupils wear Beacon Academy PE kit consisting of shorts, sports T-shirt, jumper, jogging bottoms and socks. Pupils may choose to wear leggings or long-sleeved tops which should be black and will be worn underneath the Beacon kit (shorts and sports T-shirt).
- Long hair is securely tied back
- Teachers and qualified sports coaches set a good example by wearing appropriate clothing and footwear.
- Jewellery is removed (earrings covered by tape/plasters if not removed. This must be provided by the pupils.).
- If a pupil forgets her PE kit they will be loaned some by the PE Department.

Gymnastics

- This is done in bare feet unless there are any medical reasons for this.
- The floor area is checked for damage prior to commencing.

Dance

- This is done in either bare feet or trainers depending on the dance being taught.
- The floor area is checked for damage prior to commencing.

Non-participants

Non-participants will be fully involved in all lessons. There is a non-participant worksheet available in lessons for non-participants to complete. If the lesson teacher chooses not to use this resource then the non-participant should be given other tasks such as, being a coach for a small group/individual, peer assessing pupils, setting out and packing away of equipment, being an official.

Differentiation / Equal Opportunities /Inclusive Physical Education

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they move through the School. All pupils are given equal access to P.E irrespective of race, gender, level of ability and nationality. Physical Education at Beacon Academy aims to be fully inclusive and is always looking to improve practice and opportunities for pupils to participate through many avenues such as CPD courses and pupil voice.

Extra-Curricular activities

The School provides a range of PE-related activities for pupils at lunchtime and the end of the School day. These encourage pupils to further develop their skills in a range of the activity areas. The School promotes school-club links through the use of external coaches and contacts made through the School Sports Partnership competitions. The School also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit, sportsmanship and co-operation amongst our pupils.

Review of Policy

This Policy is the responsibility of the Head of PE and will be reviewed annually.