

OASIS ACADEMY BLAKENHALE INFANTS & BLAKENHALE JUNIOR

Physical Education Policy

Introduction

At Oasis Academy Blakenhale (OAB), we believe that Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical Education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being, now and for the future.

Subject Aims

Our aims for Physical Education at OAB are consistent with the National Curriculum. They are as follows:

To ensure all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Curriculum

Oasis Blakenhale provides a broad and balanced Physical Education curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we cater for the different strengths, needs and preferences of each child, using adaptations to activities and support where appropriate. We believe that through the variety of opportunities that Physical Education offers, children can develop a sense of personal achievement, fair play, teamwork, competition, and an understanding of the ways in which sport can transcend social and cultural boundaries. Therefore, it is essential that the children have the opportunity to meet these aims.

The academy provides a variety of Physical Education and sport related activities for children after school. Extra-curricular club provision encourages children to further develop their skills and knowledge within a range of sporting disciplines. Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The extra-curricular content aims to be varied, including competitive and non-competitive and team and individual based clubs appropriate for all children.

Children are encouraged to be physically active at break and lunchtimes and have access to a range of activity-based equipment including a trim trail, skipping ropes, trikes, bats and balls, larger balls, hula hoops and a variety of throwing and catching resources. We also have a range of resources to encourage children to invent their own games such as stands for hoops, cones and target mats. Our staff also encourage the children to take part in games and activities using the playground markings, which are designed to encourage physical activity.

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Early Years

The physical development of children in Early Years is an integral part of their learning and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become competent movers, developing their fundamental movement skills in the way they move, balance and handle equipment, both indoors and outdoors. Children also immerse themselves in fitness-based sessions. Gross motor is delivered through class-based sessions and targeted additional intervention sessions for those children identified as requiring additional support.

Key Stage 1

Physical Education lessons in Key Stage 1 focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, fitness, gymnastic and dance activities.

Key Stage 2

At Key Stage 2, pupils continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics, fitness, SAQ and swimming. In Key Stage 2, children take part in a course of swimming lessons taken by specialist swimming instructors at the nearby Stechford Leisure Centre. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities.

Literacy

Physical Education provides opportunities through literacy for following and giving instructions demonstrating speaking and listening skills. Furthermore, children are encouraged to communicate with their peers about the activities they are doing. Children are able to link instructional writing to specific skills or activities where appropriate or write a recount on a particular activity or sporting fixture (KS2).

Mathematics

Physical Education provides the opportunity to give clear context for mathematical understanding and vocabulary such as shape, position, directions, counting and in some cases graphical representation of data. Children can use their skills of measuring time, distance and speed of races and even work out average and convert between different measures. Data of fitness and athletic performances can be collected and analysed such as finding the mean, mode and median of certain skills.

Computing/Technologies

Recording movements and actions in Physical Education lessons can be a potential tool for children and teaching staff to develop their understanding and improve their practice. Using technology in this way provides immediate feedback about student performance and can encourage motivation and engagement while also providing a model or demonstration of what is required. Use of online resources can inspire students to engage with sport and physical education and to better their own practice or create a similar performance. At KS2, children wear heart rate monitors for fitness and SAQ based sessions and utilise their own/class data in maths and science.

Spiritual, Moral, Social and Cultural Development

We believe Physical Education is a crucial part of children developing a positive attitude to themselves and others. It allows children to work together and collaborate towards a shared goal. Through these activities children experience a range of different activities and realise that physical activity does not have to be about winning a competition, doing your best is as important. All successes, be they a win or not, allow the opportunities for children's self-esteem to be raised as these are all celebrated.

Furthermore, children are encouraged to bring in medals or certificates achieved in activities outside of the academy to share with children in assemblies. Through working together children are able to encourage others and give praise for achievements so that when children perform, they do not fear failure. Additionally, children are taught and shown how to treat their team, the opposition and referees and officials with respect

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Progression and Continuity

The activities in Physical Education build upon the prior learning of the children. Within our scheme of work, learning activities are in sequence to ensure continuity and progression. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have in place a skills continuum which ensures continuity and progression so that there is an increasing challenge for the children as they move up through the year groups.

Teaching and Learning

Class teachers and specialist sports teachers share the responsibility for teaching Physical Education and sport. It is our intention that all children should be able to access all lessons. Some children with particular needs may require the activity to be adapted. A useful way of adjusting lesson activities uses the principle of STEP: S – change the space available; T – change the time allowed; E – change the equipment e.g. softer or larger balls, different sized bats and/or P – change the people e.g. size of the groups. During lessons, teachers use a variety of assessment and evaluation strategies to ensure that all children can access the activity and progress in all lessons.

Physical Education Curriculum Planning

At OAB, our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Each unit of work is planned for each year group, using the 'GetSet4PE' platform, focusing on skills and knowledge that will be covered; this is then followed by a weekly curriculum plan. The weekly plans list the specific learning objectives, success criteria for each lesson and detail of how the lessons are to be taught along with details of any support or resources needed.

Progress and Achievement

Children are monitored on a regular basis to check progress. Teacher assessments are logged on the 'GetSet4PE' platform. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking (the children are encouraged to comment on each other's learning using vocabulary related to the skill taught – this is most prevalent in KS2), evaluation, self-assessments (children are encouraged to make personal assessments of their own learning through evaluating activities and identifying what they need to do to improve), checking achievement against objectives and success criteria, the use of talk partners and questioning to extend and challenge children's learning. Through these, both children and adults can recognise the progress being made.

Assessment and Recording

At OAB, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptation to sessions. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and is often in the form of verbal feedback. An online assessment tool is used to assess children's attainment and progress against the national curriculum objectives. Our bespoke enrichment programme provision maps the additional PESPPA skills and attributes pertinent to character development and the Oasis 9 habits.

Monitoring

Monitoring takes place regularly through pupil voice, teacher planning and lesson observations.

Roles and Responsibilities

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Physical Education subject leader and the senior academy leadership team.

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The role of the Physical Education subject leader and PE/Sports coaches also involves supporting colleagues in the teaching of Physical Education/Sport, assessment, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the academy.

Resources

Oasis Blakenhale has two halls: the EYFS/KS1 main hall and a KS2 main hall with sprung flooring. Additionally, there is a purpose-built dance studio. For the teaching of outdoor Physical Education, there is a large playground with court markings, a trim trail and additional games activities. The Physical Education subject leader with the PE department is responsible for maintaining Physical Education resources; there are a range of age-appropriate resources to support the teaching and learning of Physical Education and school sport across the academy.

Health and Safety

The premises staff and H&S champion, who are responsible for health and safety, ensure an annual audit of appropriate Physical Education resources is carried out by an approved company, where the condition and appropriateness of equipment is checked. Risk assessments are carried out for Physical Education by the Physical Education subject lead.

All staff teaching Physical Education lessons are responsible for the ongoing safety of the children during these sessions, including the children's conduct and the equipment, in line with the appropriate risk assessments.

Children have a Physical Education uniform as detailed on the academy website. Children are expected to have their kit at the academy so that they can access the lessons in the week. Any child who regularly forgets their kit will receive a letter or phone call home to enable any kit issues to be resolved. OAB also have sets of spare kits to enable those who do forget their kit to access the lessons. Children are unable to take part in Physical Education without the appropriate kit. All jewellery (including earrings) and watches must be removed before participating in Physical Education lessons. Staff are also expected to wear the same PE uniform as the children to model consistency and expectations.

This document was updated post-covid.

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