



# **Physical Education, School Sport & Physical Activity Policy**

## **Introduction**

At Meadowfield School we believe that physical education, school sport and physical activity (PESSPA) is experienced in a safe, positive and supportive environment. PE in the school is a unique and vital contributor to a pupil's physical development and well-being into adulthood. That all members of the school community have a positive and enjoyable experience of Physical Education and that the school is a vessel for enhancing, developing children's love of being active, independent and healthy. The PE team promotes and encourages opportunities to break boundaries and provide exposure to PESSPA to all children regardless of ability.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered and best practice through the Association for Physical Education (AFPE) and other leading partners.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents and carers know what is required for PESSPA.

Social media platforms are used to showcase the excellent work of our pupils throughout the year and the PE Termly Newsletter outlines particular success, events and recognises the contribution of PESSPA within the whole school.

## **Rationale**

Our aim of establishing and applying safe-practice standards in PESSPA are to:

- Enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk.
- Promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.
- Fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - An environment that is safe for activity
  - Adequately supervised activities
  - The use of regular and approved practice for members of the school community
  - Progressive stages of learning and challenge for all through varied and dynamic curriculum.
  - Building a system of advice and the practice of warning
  - The use of equipment for the purpose for which it was intended
  - Providing basic care in the event of an accident
  - The use of forethought and sound preparation
  - Involving pupils in the process of risk management
- Ensure clear management responsibilities and organisation provide for safe systems of work
- Identify and provide for any professional learning needs the staff are likely to encounter in their work.

## **Curricular Aims**

- To promote and embed healthy lifestyle choices as a young person that can then be carried forward into adult life.
- To meet the needs of all of our pupils through an inclusive and accessible Physical Education curriculum.

- Create as many sporting opportunities as possible for our pupils at Meadowfield and within the wider community.
- Using Physical Education in the school to develop the PE real world themes: team work, leadership, communication and sportsmanship through competitive and non-competitive sport, along with embedding the PE values of Meadowfield School.
- Enable pupils to experience competitive sports competition.
- Create cross curricular links throughout the school through subjects such as PSHE, English and Maths to embed the importance of healthy living, social and emotional skills across the school.
- Through an enjoyable engaging and enriching curriculum pupils are given opportunities to develop mastery within their subject and achieve accredited qualifications.
- Embed Reading and literacy throughout the PE curriculum and lessons working in collaboration with subject leads/specialists.
- PE to remain current and accessible at Meadowfield through investing in CPD towards their own and others' safety and well-being.

## **Content**

At Meadowfield school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being in to adulthood.

The curriculum embraces the National Curriculum and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background and ability. The curriculum is adaptable to maximise the engagement and participation of all children.

Whilst retaining its unique contribution to a pupil's movement education and efficient intelligent movement, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into the whole school planning to develop pupils' literacy, numeracy, science, PSHE and ICT skills, knowledge and understanding. Where appropriate engaging in active English, maths.

PE is delivered throughout the week day and a timetable is displayed outside the PE office. All classes have PE and physical activity every week from PMLD, reception (EYFS) to KS4 and beyond. In KS1 and 2 in the Explore classes this is divided into shorter lessons to strive towards every child having quality in both formal and informal physical education experiences. At KS2, 3 and 4 Enquire pathway the PE sessions are longer and planned to enable more challenging skills, knowledge and understanding to be developed. We are endeavouring to ensure we implement the PE core values in all lessons of being **determined** in PE lessons and the wider school community, **respectful** towards others, **proud**, to undertake PE and physical activity and **enthusiastic** during PE and physical activity.

We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions or staffing shortage making it unsuitable to complete the activity planned, alternative arrangements are made. These include class-based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If there are changes in space to the indoor space not being available, the activity is taught inside but with modification or adaptation still allowing the learning intentions to be achieved.

In the **EYFS** practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills (loco motion, stability and object control)
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

Characteristics of effective Learning	PRIME	• SPECIFIC - ( <b>loco motion, stability, object control</b> )
<ul style="list-style-type: none"> <li>• Playing and exploring of equipment.</li> <li>• Active and movement.</li> <li>• Creating and thinking</li> <li>• Positive feedback and reassurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence.</li> <li>• Physical co-ordination, control, and movement.</li> <li>• Develop confidence in a practical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball games</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• PE routine</li> <li>• Motivation with song and music.</li> <li>• Competition</li> <li>• Travel using bikes and scooters.</li> <li>• Fundamental movements</li> </ul>

### **Explore pathway - Key Stage 1-4 Formal and Informal PE**

During KS1 pupils should be taught knowledge skills and understanding through exploratory activity, fun team games, dance, gymnastics.

Within KS1/Explore pathway PE can be categorised into informal and formal. Informal PE will provide the children with opportunities to explore safely their physical capabilities and develop physical confidence and body awareness. Whilst taking part in the specific theme/focus. The informal classes still have a Learning Objectives to focus upon however these will be achieved through the use of play, positive interaction and guided discovery as children work towards their physical development targets or K levels. Formal lessons are adapted to allow children to lead, warm up, develop specific isolated skills and perform drills towards game related practices finished with a cool down or self-regulation activities.

## Explore pathway Curriculum Implementation Key stage 1 to 4. Informal/Formal

The core areas of learning are:

Theme/principle	Topic/Sport
<p><b><u>FORMAL</u></b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interpersonal skills</li> <li>• Health and wellbeing</li> <li>• Team work whilst building resilience</li> <li>• Independence</li> <li>• Enhancing lifelong physical wellbeing.</li> <li>• Rules and regulations</li> <li>• Structure of a lesson</li> </ul> <p><b><u>INFORMAL</u></b>  The World Around Me  The Imaginary World  The Natural World</p>	<ul style="list-style-type: none"> <li>• Team sports/games Term1/2</li> <li>• Gymnastics/Dance Term3/4</li> <li>• HRF Term5/6</li> <li>• Athletics Term 6</li> </ul> <ul style="list-style-type: none"> <li>• Gymnastics /Fundamental movements</li> <li>• Dance</li> <li>• Soft Play</li> <li>• Physical Exploratory games</li> </ul> <p>Team games/competitive sports  (dependent upon individual level)</p>
<p>Activities that are designed to teach the core principles of PE and promote a healthy lifestyle. During specific topics sensory processing activities may be embedded to support the development of behaviours for learning. Regulation and skills will be used when appropriate</p>	

## Enquire Pathway Curriculum Key Stage 2-4.

Through embedding a healthy lifestyle that can then be carried forward into adult life. pupils in the Enquire pathway follow a subject led learning approach whilst improving the social, emotional and physical aspects. Pupils following the approach are grouped vertically from Year 7 to Year 11, this actively promotes leadership opportunities and team work within a practical setting. The implementation of the PE principles/themes are focused on being confident enough to lead, communicate with others in a variety of different practical settings. Pupils are encouraged to analyse/set appropriate targets and learn and abide by the rules and regulations of a range of competitive and non-competitive sports. The learning journey serves to allow pupils the opportunity to gain accreditation experience of WJEC /Healthy Living and Fitness units in KS4.

## Key Stage 2 -3

Theme/Principle	Topic/Sport
Team work Leadership Competitive and non-competitive situations Rules and regulations Practical sport performances Structure of a sports lessons. Mental health and wellbeing Target setting	This is not an extensive list and sports/games will be adapted to best motivate and maximise engagement and learning. <ul style="list-style-type: none"> <li>• Team sports/games Term1/2 Tag rugby, basketball, seated volleyball (Relevant team sports)</li> <li>• Gymnastics/Dance Term3/4 Routines and shapes</li> <li>• HRF Term5/6 Methods of training, fitness testing</li> <li>• Athletics Term 6 Field and track</li> </ul>
There are 120 + minutes of PE weekly. The activities are dedicated to the individual themes/principles and each term a new sport or topic is taught. Enrichment opportunities include clubs and sports activities throughout the week.	

## Key Stage 4

The statutory requirements at Key Stage 4 are:

Theme/PE Principles	Topic/Sport /Year A,B,C
Team work Leadership Competitive and non-competitive situations Rules and regulations Practical sport performances Structure of a sports lessons. Mental health and wellbeing Target setting	Individual and team sports: Gymnastics Activities (WJEC) <b>C</b> Working as part of a group team (WJEC) <b>C</b> Working toward goals (WJEC) <b>C</b> Dance Football (WJEC) Seated Volleyball Tag Rugby Basketball Striking and fielding Choices and Decisions (WJEC) <b>C</b> Athletics Health related fitness (WJEC) Netball (WJEC) Archery (WJEC)
There are 120 minutes of PE weekly. The activities are dedicated to the individual themes/principles and each term a new sport or topic. During the year pupils will be chosen to work towards specific units: Gym/dance, individual partner activities, health fitness and wellbeing and team competitive activities from year A,B,C. Sports clubs are offered throughout the week.	
All pupils in Key Stage 4 work towards accreditation in Healthy Living and Fitness. This ranges from Entry Pathway 2, 3 and level 1. In Year 10 credits will be carried forward. This is evidenced by external moderation and based upon completion of each learning outcome and during the external assessment procedure.	

## Accreditation options

Physical Education within Healthy Living and Fitness	WJEC Pathways	Entry	Entry Level Certificate	GSCE/ B'Tec
PE	<input type="checkbox"/>		<input type="checkbox"/>	N/A

Pupils have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games including team games, Gymnastics and Swimming). There is an extensive amount of variety of activities that is bespoke and holistic to every class and individual always promoting the key values and love of PESSPA.

## The Engage Pathway Curriculum:

Delivered across 5 classes that are not age specific and are primarily for pupils with Profound and Multiple Learning Difficulties (PMLD).

At the start of the academic year a detailed written baseline summative assessment in each of the six areas of learning will be completed by the class teacher. Through observation and collaboration with class teachers this will then be the determining factor how PE is delivered for each child. Rebound Therapy, cycling and physical sensory activities that promote stimulus and promote wellbeing are used in their lessons. The PE department supports some targets set by occupational and physio therapists. During PE there is a cohesive class focus where the lesson will be working on common activity and goal set by the PE teacher, while each pupil is working towards their own individualised physical targets. Pupils may also be assessed on the Engagement Model.

The core areas of learning are;

<ul style="list-style-type: none"><li>• Communication</li><li>• Cognition</li><li>• Stimulus and reaction</li></ul>	<ul style="list-style-type: none"><li>• Personal, social and emotional well being</li><li>• Physical skills – PE Sensory massage, music and move, object interaction.</li><li>• Engagement</li></ul>
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## Programme Management

### Planning and Preparing the Physical Education Programme

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage we think about our Intent, implementation and Impact.

Pupils at KS 2 to 4 are assessed against moderated levels called K Levels and up-to stage 6. Pupils will have the opportunity to achieve Healthy Living and Fitness qualifications from Entry 2 and above. Safe practice is also embedded in the learning process and implemented in every lesson for all departments.

At Meadowfield school PE staff teach every class once a week from reception (EYFS) to KS 4. Enquire pathway lessons are planned at 100+ minutes and enhanced through sports lunch clubs and enrichment activities.

Long, medium and short term planning is regularly reviewed by the PE Subject Leader. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils' understanding of, and ability to apply effectively, principles of safe

practice. Teachers conduct their own dynamic risk assessment and plan differentiated learning tasks and assessment opportunities where appropriate. Assessment is recorded on Evidence for learning following our marking scheme.

Each formal lesson includes a warm-up and cool down/self-regulation if relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

The PE team support the school's Total Communication policy ensuring that all pupils can communicate through their preferred mode.

Swimming is offered for our Year 6 pupils at Faversham pool through a qualified swimming instructor and supported by our teaching assistants. The instructors deliver a session, on water safety at the beginning of the programme.

### **Progression in the Physical Education Programme**

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely their skill and understanding in PESSPA. All pupils should be enabled to achieve success in an environment that safely meets their needs. PE teachers applying the STEP framework can help with the setting of appropriate challenge.

- Space: where the activity is happening?
- Task: what is happening?
- Equipment: what is being used?
- People: who is involved?

High quality PE lessons include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

### **Personalised Learning in the Physical Education Programme**

At Meadowfield we have the highest expectations of pupils at all levels and stages. Every class and pupil will have a unique and positive experience through personalised learning matched to a high range, quality and availability of age and ability related equipment meeting the needs of all pupils.

### **Assessment of Pupil Progress and Attainment in PE**

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each Key Stage and these targets are considered the minimum entitlement. At Meadowfield however the attainment levels are measured against EYFS targets/K levels and individual targets. Therefore, the National Curriculum may only be used as a guide to support planning and progression. Children will make small steps towards each fundamental stage and are assessed against our PE framework that measures against subject specific statements. Fundamental movement and physical intelligence will be taught throughout.



*At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.*

*At KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success*

We use specific plans for each curriculum pathway linked to particular themes. Accreditation through the WJEC Healthy Living and Fitness course at KS4 sets a broad, balanced and progressive programme.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class. Incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) 'head, hands and heart. Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to purely identifying what physical skills (hands) they have acquired.

Evidence for Learning is used as an assessment method to capture learning in these three domains. Common methods used on a day to day basis include peer observation, teacher observation, videoing, and analysing performance and using learner feedback. All these methods can be integrated into the learning activities to assess pupils' knowledge, skills and understanding. In addition, assessment information recorded in this way can be kept as sampled evidence and be helpful in moderating teacher's judgements. Summative assessments are made by the class teacher at and during the chosen assessment dates. The statements and comments which directly relate to the lesson and term focus.

## **Clothing, Footwear and Personal Effects**

### **Clothing for pupils**

All children should wear "Active Uniform" or have a clearly named PE kit at school every day. Our PE kit consists of:

- A white polo shirt
- Blue/Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems
- Black trainers or plimsolls – that fit properly and are different to shoes worn in school

PE kits should be taken home at the weekend and in the holidays for washing. We understand that some students struggle to change however, we know that is it an educational opportunity for the students to develop their life skills.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics and dance bare feet is recommended for improved quality of movement and safety. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to walk in bare feet (plimsolls can be taken off on entry into the hall).

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair should wear swimming hats.

If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, carer either by direct contact with the school or in a note to the teacher. Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

## **Clothing for staff**

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading PESSPA clubs and activities and be a role model.

## **Personal effects, including jewellery and cultural or religious adornments**

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

Staff should be mindful of their own adornments and remove them prior to teaching PE. See p180 in the AfPE Safe Practice document for more information on earrings and sensory aids.

Long hair should be tied back for every lesson with a suitably soft item.

Any religious artefacts should be removed or made safe. See p181 in the AfPE Safe Practice document for further information.

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewellery, personal effects or non-policy clothing or footwear should be declined.

## **Personal protective equipment**

We strongly advise the provision of mouth guards for hockey when the pupils are using a hard ball and shin pads for competitive matches. Parents will be informed of the need to supply this equipment if their child is representing the school in extra-curricular time.

Swimming goggles are not recommended for short school swimming lessons (typically 25-30mins' water time).

## **Equipment**

### **Managing equipment**

At Meadowfield school we try where possible to purchase equipment that has a British and European Standards Kite mark (BS and BS EN respectively).

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but reparable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

## **Mats/gymnastics equipment**

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

Crash mats, springboards and trampettes are only to be used at our gymnastics club, and not in curriculum time, where qualified practitioners know how to use this advanced apparatus.

## **Storage of PE Equipment**

Most of the games equipment is stored securely. All staff are responsible for ensuring health and safety is adhered to when using and storing equipment.

## **Inclusion**

All pupils are entitled to access a full programme of PE where possible. (Equality Act 2010).

The SEND chapter in the AFPE Safe Practice document, pages 228-248 is an excellent reference tool for specific information and all the staff are aware of this section.

Any pupils with new medical needs such as, having suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered upon speaking with and supplying medical documents to the Assistant Principal. The child will be given a different role to undertake e.g. umpire, coach or commentator.

## **First Aid**

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

The First Aid chapter in the AFPE Safe Practice document, pages 249-275 is an excellent reference tool for information on first aid kit contents, defibrillators, accident and emergency procedures including dealing with concussion. All the staff are aware of this section and also when and where to report accidents.

## **Digital Technology**

At Meadowfield all staff are clear about when and who can photograph students and how images might be used to promote PESSPA using various online media and display boards in school. We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised. We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

## **Enrichment Opportunities**

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities. We work closely with the KSENT and or School Games Organiser (SGO)

Our school is part of a number PE and sports service which enables us to access a wide variety of events and activities, festivals. Work closely with Inclusive Sport who offer after school clubs for SEN children.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other key PE values are taught through both.

Pupil voice/council drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities.

Junior leaders from the subject lead department have high quality training and are supported to be deployed across a range of whole school sport opportunities with the PE teacher.

## **Staff Training and Support**

Opportunities are taken by the PE subject leader and colleagues to attend CPD, as and where appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium annually.

All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document.


The PE Team also organise CPD opportunities for staff within the school.

## **Additional information that may be included in a PE Policy**

### **Risk Assessments**

All our risk assessments can be found on staff shared drive under - risk assessments. We have composed them for the following:

- Trampoline
- Rebound
- Gymnastics
- Competitive Team Sports
- Parkour
- Football
- Dance

 School Policy Approved by Leadership	
Policy Adopted	Date: March 2024
Policy Approved	Date: 14 March 2024
Next Review:	Academic Year 2024/25