



Physical Education Policy

Covering the National Curriculum Areas of:

- Physical education.

Status: Draft/**Agreed**

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Review Date: 03/2023

Governor Leadership: Intent Committee

Executive Leadership: Headteacher

Key Manager: S.Dewsbury/ Luke Davenport

Core Consultation group: SLT, teaching staff

Wider Consultation group: All stakeholders

What the pupils need to know:

- What they need to do to be healthy? (Physically and mentally)
- How exercise helps their body.
- How to work safely when taking part in exercise, movement and when working with others.

What every adult needs to know:

- How to support the pupils to become healthy physically and mentally.
- Staff will ensure that opportunities and activities are designed to allow independence to take place. They will ensure students are successful and empowered in class and the wider community.
- Staff will teach students how to accept co-regulation and use self-regulation and overtime be able to name and respond to their own feelings.

What every supporting member of staff needs to know:

- Ensure that pupils are taught how to be as safe as possible within any given situation.
- Promote independence and ensure that pupils are not robbed of such opportunities
- Will ensure that they are good role models and actively support the teaching of such approaches.

Vision

At Cromwell High School we strive to provide an ambitious curriculum that is meaningful and relevant for all pupils.

Our key aim is to teach and develop pupils' skills to allow them to be well rounded, functional and safe members of society.

This is a key subject area in relation to achieving the aims of our school mission statement.

School mission statement:

Pupils will learn:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education. To learn about the facts, processes, principles, interests and wonders of-**
 - Their own options and choices as they grow and develop towards adulthood, where possible engaging in P.E and fitness in some form outside of school.

- to be confident, caring, safe, citizens; we will teach our students to be;**
 - Able to keep themselves and others safe by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for criminal, sexual or extreme political motives.
 - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding that all humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
 - Realise their own identity in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.

Intent

Ambitious, accessible Curriculum

To teach all pupils to be as physically and mentally healthy as is possible and to foster a love of sport, movement and being active in ways that are meaningful to the individual.

National regulations:

Key skill themes of the curriculum that will be reinforced for our learners:

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims The national curriculum for physical education aims to ensure that 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

Pupils should be taught to:

-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 [for example, through athletics and gymnastics]

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.

(Note any element located within brackets is not a formal requirement of the NC.)

Organisation of curriculum delivery-

The majority of the current P.E. curriculum at Cromwell High school, is delivered by the school's P.E. teacher. In the case of specialist sessions such as rebound or hydrotherapy an appropriately qualified coach will lead them. Calling upon the knowledge and skills of class TA's to help ensure the session runs well and are fully accessible.

In the case of pupils receiving a formal physio program, these will be undertaken under the direction and guidance of their physiotherapist. (See physiotherapy policy / Most recent programs are located in the pupils's Red files and CCP.)

All pupils in key stage 3 receive two hours of dedicated P.E time a week, which is delivered in a single block.

In Key stage 4 and the FE (Post COVID) all pupils have access to two hours of PE a week, this is normally undertaken offsite and makes use of specialist providers.

The school also offer after school Sports clubs and lunch time clubs that provides additional access to sports and a variety of sporting activities.

(Suspended due to COVID)

Curriculum planning and sequencing

Each learning sequence will begin with subject matter that is familiar and relevant to pupils' experiences, interests or motivations. From this meaningful content further learning will be built up to link to pupils' existing skills and knowledge at the appropriate level for their cognition; by association, concrete connections and the development of categorisation, comparisons (including ordination), and sequencing.

For example:

Learning to throw a ball begins with learning to hold and let go, then throw without direction and overtime throwing a ball/bean bag over an increasing distance.

To ensure that developmental progress is realistic! Cromwell high has produced two sets of 'Developmental targets in the area of Physical Education.

Pupils with a complex physical need (PMLD) follow our 'Sensory Curriculum' for P.E. (Range C1 – C4 roughly equivalent to P levels of a similar developmental level.)

Pupils within the other departments follow our 'Physical Education' Curriculum.'

This tracks key developmental skills and knowledge from C4 to C11 – roughly equivalent P4 to NC 2 Lv.

Within each of the C levels for P.E are core skills linked to:

Movement and coordination – Gymnastics & dance

Team Games and skills – Invasion games

Dealing with obstacles and following paths

Reviewing my own skills and the skills of others. (These occur much later within the developmental model.)

All planning is driven by the individual progress that is made, which is broken down into even more smaller steps as needed. (See LRS that have been sampled/BlueSky feedback)

The 'New Curriculum model', will also mean that P.E will address skills linked to Mindfulness and the promotion of good mental health. (Currently these are being taught in Personal development sessions)

See Five year plan for half termly themes.

Offsite P.E – this has been affected by COVID restrictions – a formal plan will be agreed as soon as possible based on the lifting of restrictions.

External links and Community partnerships:

School will make all efforts to engage with suitable inter-school competitions, charities and external providers to offer the students a varied and access P.E Curriculum.

School will form links with the wider community and continue to develop its current links with Curzon Ashton football club and in time other out of school community groups. (Luke Davenport is currently the main point of contact.)

Our current community contact is Mike Smith at Curzon, who will offer disability access session to:

Under 12's

Under 16's

Under 19's

As part of the club's inclusion work.

The partnership will also mean that the school has annual visits from Players and access to in school skills sessions and assemblies to promote fitness and competitive sport, sporting conduct and team work.

Access to the grounds, tours, visits and free tickets for pupils to help increase their access to out of school activities will be provided throughout the school year.

Swimming:

The pupils in Key stage 3 will take part in six week blocks of swimming, this will be led and risk assessed by the school's swimming teacher.

After school clubs and lunchtime clubs.

Cromwell high school offers a range of after school clubs designed to meet the needs of our diverse students, these include:

Hydro

Gym club

Sports club – This is a multi-sports club so all pupils can attend.

The clubs are run with the support of our TA's and are run at no cost to families as part of our on-going commitment to a healthy life style.

Cromwell also offers a range of dinner time clubs, these are aimed at pupils who are unable to attend afterschool sessions due to transport and they include:

Scooter and Bike Club

Football club

Sports club – multi-sports

Promotion of P.E and wellbeing:

In addition to the core offer and club provision the school will offer:

Drop down curriculum days.

Be actively involved in National Sports week and other such national events as they occur.

Be actively involved in Sports Relief.

Offer a range of mindfulness and wellbeing sessions to students.

Access for SEN groups

Particular support and adjustments will be made for pupils with the following needs:

Autism - Visual supports and prompts to help with understanding key concepts and the connections between concepts and to facilitate social interactions during group work. Clear structure and expectations of lessons through the use of lesson schedules and the use of destination guides, multiple choice questions and, where open ended tasks are used, success criteria. Sensory diet and/or reward breaks to optimise positive learning time. Particular support will be required around the recognition of feelings and empathy for others, usually through the use of visual support and where appropriate the use of comic strip conversations or social stories.

Social, Emotional and Mental Health needs - Subject matter will be dealt with sensitively. Where staff foresee that the lesson content may cause distress for an individual, adjustments should be made. It may be necessary for alternative provision to be put in place for a particular lesson if the lesson content will place the pupil under additional significant distress. *In some cases, pupils will be offered additional support to from one of the school's mental health first aiders.*

Sensory impairment needs – To support visual impairment; enlarged text and images etc will be used – See additional risk assessment for pupils with VI needs when working practically – example a spotter support transitions and working areas to be uncluttered.

To support hearing impairment; instructions available in written or visual form to support verbal instruction, use of individual hearing devices, use of signing, staff to ensure that they are facing pupils with hearing impairments to aid lip reading. To support speech impairment; allow pupil to finish sentences, do not finish for them, using written or picture form to aid communication is needed. Pupils with visual and hearing impairments will often benefit from being sat near the front of the classroom close to the board and/or near to the teacher or TA delivering content.

Physical disability needs – Physical aids such as standing frames, walking slings will all be used under the direction of fully trained staff.

Staff will ensure that all sessions reflect and physical ability of the pupils taking part. **Pupils with Cerebral Palsy are not to take part in any type of forward rolls due to issues with the development of their necks.**

Cross Curricular References- additional subjects and core skills areas linking to this curriculum area:

Significant cross curricular links will be clearly identified and referenced on teachers' medium-term planning.

Key non-core subject links:

- Emotional awareness and resilience program – Daisy Dixon
- Life skills – Working towards accreditation.
- Mental health and wellbeing -

Communication: Speaking and Listening (face to face communication) – Through whole group, small group and paired discussion activities with peers. In particular:

- Learning to work with others / tolerate / engage / reflect and respond
- Speaking to express needs (Linked to all feelings having a need – thirsty = need a drink ex)
- Speaking to be heard / to engage with others/ direction / instruction / improvement.
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Communication: Reading (decoding recorded information) – Through reading through symbols and/or text as appropriate, information, scenarios and instructions. Key words will be defined and explained to aid comprehension. In particular:

- *Expressing needs and feelings*
- *Requesting the support that will help me to manage / be independent*

Communication: Writing (recording information) – Through recording of ideas via manipulation of symbols/pictures, pen and paper including pieces of extended writing as appropriate, white boards, interactive screens and ICT. In particular:

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ICT – Through the use of relevant software including the preparation of written work, presentations, videos and animations. In particular:

- *Use of communication aids to maximise how effective I am!*
- *Use of technology to control the world around me.*

Cognition: Maths & Computing – Through the fundamental principles of thinking skills including categorisation, sub-sets and the use of sets (including the size of the set- number), sequences and routines, and comparisons (including scales and measurement). In particular:

Working on the pupils' / students CSSC IEP targets.

Improving own Learning- pupils will be taught to improve their attention, focus, working memory and independent problem solving by:

- *Work to be undertaken on the pupils' / Students IEP targets*
- *Supported setting of personal goals and review of progress that has been made*
- *Supported use of simple mindfulness/ relaxation techniques to increase engagement*
- Behaviour interventions (Bespoke as required.)

Working with others- pupils will be taught to improve their ability to interact positively and safely, cooperate and work as a team by:

- *Learning to tolerate others through small group work.*
- (See interpersonal development curriculum)

Careers- pupils will be taught about the following aspects of adult life opportunities:

- Enrichment in key stage 4
- Access to the school after school clubs – Example accessing the Gym at RS and other time learning to access it independently.
- Promotion of community sessions (Activate Tameside) in the areas of football, dance and swimming.

Implementation

Sequencing learning: The curriculum will be implemented in a sequence specified by the Scheme of Work. (Please refer to the school's long term plan.) This will ensure sufficient opportunities to revisit and deepen learning on the key themes of relevance to our pupils and a progressive building of skill development and understanding of knowledge including the ability to apply and implement learning.

In line with our school's teaching and learning policy implementation will ensure:

Engagement and motivation- maximising both intrinsic and extrinsic

Challenge and progress- including differentiation

Monitoring and adjustment for pupils- Teachers will monitor and assess how well students are learning and adjust support as necessary. Learning outcomes may need to be modified in the light of ongoing formative assessment.

Feedback and student involvement in their learning: Teachers will follow the school's marking policy in order to ensure that pupils receive meaningful and accessible feedback and are included in their own learning and next steps to the maximum extent possible.

Positive Relationships and high social expectations.

Staff CPD

All staff will receive in house training and some teachers will have opportunities to access external LA training where appropriate. The subject lead will have access to training opportunities run by the subject associations, when appropriate this may also be extended to other colleagues.

Monitoring and feedback for staff

Staff delivering the curriculum area will be monitored and receive feedback to improve, sustain and build on success through the following systems:

- Planning scrutiny
- Evidence of learning scrutiny – In the form of reports.
- Lesson observations
- Drop ins
- Working party feedback
- External observation of the topic (Post COVID)

Impact

The impact of the teaching and learning within this curriculum area will be evaluated through:

- Formative and summative assessment reviewed through pupil progress meetings between teachers and their line managers – termly (core subjects), annually (foundation)
- Scrutiny of 'evidence of pupil learning'
- KS4 accreditation results
- Pupil and staff questionnaires
- Progression against the school's developmental curriculum model for PE.
- Where possible students will engage without of school clubs and groups, in some cases accessing suitable pathways for sport.

Improvement Planning

The curriculum coordinator will formally review the improvement plan and will report back to governors at Standards and Curriculum sub-group meetings on a yearly basis.

It will use the school's self-evaluation model:

- Review and revise our understanding of "best practice" – 'intent'
- Review and evaluate the results of monitoring and feedback against current understanding of "best practice"- 'implementation'
- Review and evaluate the data and accreditation results
- Identify strengths and gaps
- Plan and cost to build on strengths and address gaps
- Act to build on strengths and address gaps
- Monitor the impact of actions

The improvement plan will be reviewed informally throughout the school year to ensure ongoing priorities remain at the forefront and that new priorities are identified (see appendix 2 for current action plan)

Appendix 1 –Website Mission Statement and Curriculum Overview

See website.

Also see:

See Curriculum coordination file.

- Scheme of Work- See 5 year scheme and long term plan- located in P.E coordinators file and on the school network.
- Action plan and Governor Report PowerPoint.