



Our Lady of Lourdes
Catholic Multi-Academy



St Bede's
CATHOLIC MIDDLE SCHOOL (ACADEMY)

PHYSICAL EDUCATION POLICY

Agreed by Academy Representatives on	
Review Date	July 2018
Person Responsible	Head of Physical Education (Mr M Russell)

February 2017



TRINITY
GUILDHALL



Science

INTRODUCTION

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the Physical Education taught and learned at St Bede's.

The importance of Physical Education to a healthy lifestyle is now widely recognised but it must, above all, be an enjoyable experience.

Physical Education is the only area of the curriculum, which is mainly concerned, with the optimum physical development of the pupil. Therefore, PE is an integral part of the education process and it is hoped that our planning encompasses all pupils of all abilities. This process is where pupils acquire skills, values and attitudes. This process is realisation of the true potential, development of physical skill, and a very positive attitude to health and fitness and the acquisition of social and life skills through participation in enjoyable and purposeful physical activity.

It is important that these aims and objectives of Physical Education at St Bede's are presented, known and understood by Headteacher, Academy Representatives, Board of Directors and fellow colleagues, so as to present a coherent and universal approach is achieved.

In Physical Education at St Bede's, we believe that physical experience, which requires thought as well as effort, leads to improved performance, personal achievement and enjoyment.

AIMS

- To maintain and/or stimulate pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary related to P.E.
 - 2.b) To enable pupils to see P.E. as:
 - a major feature in our lives related to leisure, employment and culture.
 - part of a wider body of knowledge and skills, e.g. interpersonal and problem solving skills (to include analysis and evaluation of P.E. issues).
 2. c) To enable pupils to understand:
 - and use safe practice and to appreciate its importance in P.E.;
 - the short and long term effects of exercise on the body;
 - The role of exercise in a fit and healthy lifestyle.
 - 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of pupil self esteem through the development of physical confidence is a major aim of the Department.
 3. B) to enable pupils to work independently and as part of a team in varied activities, so as P.E. contributes to the development of core skills such as communication by speech.
 4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to P.E., and to experience success and enjoyment in their P.E. work.
 - 5.a) To develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and the local, national and international communities.
 - 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments.

Objectives:

1. Staff should provide a variety of experiences/activities during a course of study and during a P.E. lesson if possible, e.g.
 - games, gymnastics, dance and swimming;
 - indoor and outdoor activities;
 - individual and group activities;
 - problem solving;
 - communicating P.E. ideas to others by means such as speaking;
 - listening and appraising;
 - practising and refining a skill;
 - using repetition in order to improve.
- 2.a) i. The National Curriculum Key Stage 3 requirements should be used as a basic core for the scheme(s) of work. Rules, vocabulary and game skills such as attack, defence and fielding will be taught.
 - ii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- 2.b) Staff should refer to work in Humanities, English, Maths, Science, Computing, etc. when appropriate.

- 2.c) i. Pupils should be able to follow both verbal and written instructions accurately.
- ii. Safety is further enhanced by emphasis of the following:
- the need to wear the correct clothes/equipment;
 - the need to follow the rules;
 - how to lift, move, carry and place heavy objects/equipment;
 - the need for a warm up and recovery period when exercising;
 - teaching how to swim and how to be safe in and around water;
 - how to survive in exposed situations, e.g. when orienteering is undertaken.
- 3.a) Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Pupils will learn the rules, etiquette, laws and codes for various activities. The Department's scheme of work identifies planned opportunities for pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) i. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work co-operatively as well on their own.
- ii. Staff should encourage pupils to improve in a particular sport or skill over a period time.
- iii. Staff should use a reward system, the school merit system. This should encourage pupils to work to their full potential and to experience a sense of achievement.
- 4.a) Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils talking and researching about:
- physical activities/sport from different times and cultures.
 - different sportsmen and women from both the past and the present.
- 4.b) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group, etc. However, staff often spend considerable amounts of their own time helping individual pupils.
- 5.a) Staff should attempt to show the enjoyment and benefits that P.E./sport has given to us. This will be done by well chosen resources and carefully phrased comment.
- 5.b) The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them - particularly on health and fitness issues.

At St Bede's we follow the guidelines set by the National Curriculum 2014. Pupils are taught the sports recommended in green and have added in our own (coloured in blue) to extend the curriculum further and give access to children who find more traditional sports more challenging.. Areas in red cannot currently be taught due to lack of provision

Key Stage 2

Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as **badminton**, **basketball**, **cricket**, **football**, **hockey**, **netball**, **rounders**, **tennis**, **softball** and **Ultimate Frisbee**, 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Key Stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games such as **badminton**, **basketball**, **cricket**, **football**, **hockey**, **netball**, **rounders**, **rugby**, **tennis** **softball** and **Ultimate Frisbee**
- develop their technique and improve their performance in other competitive sports such as 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.

PROCEDURE

- 1 All classes to line up outside building and sent into changing rooms when ready to get changed. In inclement weather pupils go straight into changing rooms and sit down.
- 2 Children are encouraged to change quickly and quietly. 5 mins is the target for all pupils to be changed at the beginning and end of PE lessons.
- 3 Staff to check correct kit ie, socks right colour for activity, PE shirts tucked in, laces on, trainers secured correctly. Valuables are collected and locked in PE Office or valuables box, if the child requests so. Please check PE kit policy.
- 4 Hair must be tied back at all times.
- 5 Every lesson, no matter what activity, will have a warm up period of at least 5 minutes. A period of time must also be set aside for cooling down at the end of the lesson.
- 6 Pupils are responsible for the equipment they are using but a member of staff must check all equipment has been put away neatly and correctly.
- 7 Showers are encouraged but not compulsory. The age of girls 9 – 13 is a sensitive age and as Teachers we have to show compassion and understanding towards individuals.

During lessons where pupils perspire profusely or become very muddy, pupils will be required to shower. Personal Health Education is very important and should be encouraged and spoken about regularly.
- 8 The School Homework Diary is used as a form of communication between staff and parents where a child has not brought in kit this must be written in diary. Where a child has been ill during the day and not taking part in lesson, a note must be written into diary.
- 9 If a pupil is frequently forgetting kit or feeling unwell on PE Days, contact with parents/guardians will be made after a discussion between pupil/Head of PE and Form Tutor, explaining concerns over the lack of physical education their child is receiving.
- 10 Pupils receive a verbal warning first time they have incorrect kit. Second time is a red note and the third time an instance occurs it is another red note, behaviour log on SIMS and demerit on Epraise. Every following time will follow the same procedure with parents being informed and contact being made.
- 11 If P.E. staff are absent and P.E qualified teachers are not available for cover then suitable work for a non – specialist should be left. In some circumstances then classes may be brought together in to the gymnasium to undertake the lesson. The aim is still that the pupils are active and participating in some activity.
- 12 In accordance with school policy, pupils who are medically unable to do Physical Education are only exempt from ‘physically’ taking part in the lesson. All pupils are to take part in the lesson with their PE kit on and will undertake the role of official, coach, or team manager if they are unwell. The only exception to a pupil not wearing their PE kit is if they have a medical note from the doctor stating that they cannot change due to their illness. I.E: broken bone.

- 13 If lessons cannot take place for reasons such as weather or facilities being unavailable then classes will be grouped in the gymnasium where wet weather game, or physical activity will be set up so they are still active.
- 14 All P.E teachers who use the school minibus must have passed the Worcestershire County Council Minibus licence. They must also book the school minibuses on the booking sheet online.
- 15 All visits off site must follow school procedure in regard to risk assessments.

HEALTH AND SAFETY

It is the aim of St Bede's that all pupils will take part in their lessons in a safe and secure environment. All attempts will be made to ensure that this happens at all times. With the nature of Physical Education there are occasions where accidents may happen and injuries occur. PE staff are to follow the school policy on dealing with such incidents.

All PE staff will follow the procedures set by this policy, the Risk Assessments and the Health and Safety policy of the department/ school. Risk Assessments will be carried out in accordance with this plan and will be updated as required (usually annually) by the Head of Department.

EQUAL OPPORTUNITIES POLICY - GENERAL/SEN/DIFFERENTIATION

In all relevant respects, the PE Department's 'Equal Opportunities Policy' is governed by, and therefore reflects, that of the School. The Department's overall policy is comprehensive, embracing policies on differentiation, special educational needs, multicultural education and gender. In addition to these policies there are several other areas of PE education that need to be separately mentioned in a comprehensive policy on Equal Opportunities, ie

- 1 Setting/mixed ability;
- 2 Teaching styles;
- 3 Entitlement of access to the whole course of study;
- 4 Progression within the course of study;
- 5 Special educational needs.

SETTING/MIXED ABILITY

Classes (Years 5 & 6) at Key Stage 2 are taught as mixed gender during their P E lessons which includes Dance, Gymnastics, Athletics, and Outdoor Education. There is no 'setting' during these units of work.

During games lessons boys and girls are separated and taught by the male teachers and female teachers respectively.

At KS3 (Year 7 & 8) all classes are of mixed ability, apart from one group, which is of above average ability. Some classes work in a mixed gender group, others separately. This is due to the fact that we are a 5 form entry so one class per year are mixed. In games at KS3, girls work independently from the boys.

TEACHING STYLES

The departmental staff regularly exchanges their experiences of the Scheme of Work and share what is successful or a failure. Constant referral to "Aims and Objectives" will help non-specialists.

ENTITLEMENT OF ACCESS TO THE WHOLE COURSE

All pupils within a Year group follow the same Scheme of Work. Some individuals, groups or classes may work at a faster pace and/or study more extension work than others.

PROGRESSION WITHIN THE COURSE OF STUDY

Our Scheme of Work for Key Stage 2 and 3 is a spiral/progressive system that allows, in as much as is possible, for concepts to be revisited. The course is modular with most modules being visited in each of the years. The current Schemes of Work, together with our own, appears to satisfy the needs of pupils of all abilities. It is also sufficiently demanding to test the most able pupils to the full, and encourages those of average abilities and below to new levels of achievement.

St Bede's is a school that includes pupils with physical disabilities, especially cerebral palsy and wheelchair bound pupils. These pupils take an active part in most areas of PE and schemes/ideas are changed to fit their personal needs.

DIFFERENTIATION

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. Differentiation can be described as having 5 main components:-

- 1 Resources
- 2 Tasks
- 3 Response
- 4 Support
- 5 Group Structure

Each of the five components of differentiation are explored in detail below and exemplars of current good practice within the Department are noted. The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross phase liaison, links within the Department, links across the whole School and home/school liaison.

1 Resources should:

- a **have an appropriate readability level and/or be easily understood.** Staff aim to use familiar language and everyday examples in discussions with the pupils.
- b **be easy to use.** Worksheets are typed/word processed. Instructions are clear to understand and to carry out.
- c **we use our own and published materials.**
- d **be in many different forms.** Sports equipment, gym apparatus, texts (departmental and library), worksheets/ work cards, iPads, posters, etc.
Teachers must consider the extent to which, and the means by which, pupils with strong preferences for particular learning styles can be accommodated. More specifically, they consider how they might cater for pupils who prefer to learn from visual sources (video and photographs) those who prefer to learn from auditory sources (listening to a visitor), and those who prefer to be physically involved (engaging in role play).

- e **have a scheme of work that indicates a planned use of available resources and that shows progression and continuity within the course.** These features were central in the construction of our scheme of work.
- f Resources are well managed and are easily stored and retrieved. Within the Gymnasium there is a designated area where gymnastics equipment is stored. We have two outside store areas, one for winter activities and another for summer activities. During summer activities, cricket equipment is placed in the "winter store" for easier access.

2 Tasks

NB When both devising and implementing tasks for specific groups of pupils, teachers' pay careful attention to a wide range of factors, including:

- the language in which the tasks are presented and explained;
- the way that those tasks and explanations are constructed;
- the kinds of key terms and concepts involved;
- the cognitive levels at which the pupils can operate, and their ability to structure information;
- the pupils' organisational and physical competences;
- the nature and relative demands and hazards of the equipment, techniques and other resources to be used.

Tasks should:

- a **show variety throughout a topic and within a lesson if possible.** See the scheme of work/half termly plans for a list of suggested activities.
- b **be suitable for the abilities of the pupils.** Mixed ability teaching places demands upon us to offer the pupils an appropriate route and pace for learning. We make a particular point of starting from a position of existing knowledge and skills, within a familiar context, and then moving on to new activities.
- c **have a structure that enables the pupil to stay on task.** Lists of the tasks can be written on the board, e.g. gymnastics and dance. We can display additional source material for pupils to refer to, e.g. posters.
- d **allow the teacher to build a learning route through a study topic.** The scheme of work is designed to allow for continuity and progression. The teacher can pick his/her own route through the topic within the limitations set by seasonal weather, accommodation and equipment.

3 The Response:

NB The need for teachers to become appropriately familiar with their pupils' ability levels in the different areas and aspects of their PE is fundamental to successful differentiation. Until teachers do attain that degree of familiarity they may only be able to identify their pupils' ability levels with any certainty after, though sometimes also during, the completion of their responses.

The Response should:

- a **make course objectives clear to pupils.** Each course has a clear contents list that details the topics studied in each year.

- b **create an atmosphere where pupils discuss their own and each other's work.** We encourage pupils to comment on and discuss each other's work in positive ways.
- c **be given to pupils in small groups.** During lessons pupils may work individually or in small groups of two, three or four. The formation of small groups allows pupils to discuss matters and problems. It allows staff more personal contact with pupils and greater opportunities to build confidence and direct pupils.
- d **reflect what the pupil has achieved and consider the pupil's previous achievements.** We endeavour to use constructive criticism and advice at all pertinent opportunities.

4 **Support can be:**

- a **from the teacher.** This can occur during a lesson or often in staff's own time, e.g. at break times and lunch times. Indeed staff sometimes support pupils after school on a mutually agreed basis.
- b **from appropriate resources.** Sports equipment, gym apparatus, texts (departmental and library), worksheets/work cards, Video recordings, iPads are all well integrated into the scheme of work.
- c **by celebrating achievement.** The presentation of trophies in assemblies is an occasion that the whole School population enjoys. We regularly display pupil's work in changing rooms, corridors, classroom, Awards Evening, Year assemblies and newspapers. By the use of Epraise and the reward of Epraise points for outstanding work, effort, helpfulness, etc.
- e) **by teaching co-operatively.** Some of the curriculum support time currently available to the Department is offered by experienced teachers. This is clearly an opportunity for co-operative teaching. Appraisal has also been used as a further opportunity for co-operative teaching. Some activities allow for tutor groups to be combined and/or merged. Many activities in PE involve the active participation of more than one class.

5 **Group Structure:**

NB The advantages, or otherwise, of teaching the pupils individually, in small groups or as a whole class is an issue that needs to be addressed.

Group Structure can support differentiation if:

- a **we examine the structure of the teaching groups.** Setting is not seen as a major consideration by which we group pupils. Most classes are truly of mixed ability. When skills practice is taking place pupils may be grouped into appropriate sets. Where there is more than one member of staff teaching part of a year group (e.g. 3 classes) setting can take place.

We have found that more able pupils can be extended and expectations of the teacher are higher. We also experience pupils of less ability enjoy the lessons more and attain better standards when working with groups of the same ability.

Both groups will be working on the same skill and have the same aim to the lesson.

- b **we allow individual work.** Pupils will be able to develop their independent working methods and increase their progress if some aspects of the course are taught in this way. The more able will benefit from the intensity of such work. The less able and less confident pupil will benefit from the privacy if he/she is making errors. It is important to match the task to the pupil's ability in each case if progression is to occur.

SPECIAL EDUCATIONAL NEEDS

For PE teachers working with pupils who have been formally designated as having Special Educational Needs, the following policy on differentiation, which is concerned with devising tasks, teaching in relation to those tasks, and assessing pupils' responses to them, is equally applicable. Sometimes necessary changes engendered by the particular statement of SEN will need to be made to the teachers' normal tasks, resources, responses, and support or group structure.

To ensure that pupils who have been designated as 'gifted' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged to demonstrate their skills to their peers and/or to practice with similarly 'gifted' pupils. This may involve the pupils in joining a local sports/athletics club, which is encouraged at St Bede's by PE staff. Pupils who are gifted in areas are put into county and national competitions to continue their progress.

For the less able, tasks are usually presented or re-presented in several different ways. Teachers tend to afford these pupils more time, provide them with additional support by way of explanations and extra resources and allow them to complete their tasks at a relatively slower pace.

It is important for teachers to concentrate on pupils' abilities and needs and not on their disabilities and handicaps.

It is important for both teacher and class assistants to have a sound knowledge of the pupils' abilities enabling the best-planned activities to be carried out.

We are in regular contact with the County Physiotherapists who visit school to discuss certain pupils with physical difficulties.

CROSS CURRICULAR LINKS

Within Physical Education there are always links to other subjects within the National Curriculum. There are constant links to PSHEC through sportsmanship and honesty during games. There are close links to science by looking at the body and the effects of exercise on it.

LITERACY

The links to literacy come largely through oral work in our subject. There are frequent question and answer sessions, which test pupils' knowledge of keywords in these activities. In gymnastics and dance the pupils learn new meanings to words and their relevance to the activity. Pupils express themselves through evaluations, both oral and written in these activities. Keywords are written on the board when appropriate to enforce learning further. In extra curricular activities, team members are asked to write reports for various notice boards to provide a written account of the game they have played in, thus improving various writing styles.

NUMERACY

There are constant links to numeracy within the P.E. Curriculum in all areas. Within games pupils are required to score themselves. In Basketball, pupils have to look at the different value for different shots and record accordingly. Cricket is one of the main team games where numeracy is particularly important, as pupils have to remember which areas are worth which amount of runs and score accordingly. Within lessons bonus points, runs, or goals are offered to promote the skills

practiced and these have to be calculated by the pupils to keep score. In extra curricular activities, pupils use data handling to work out averages for bowling and batting in Cricket and number of points per game in basketball. From this they are able to evaluate and compare theirs and others performances.

Athletics is another main link to numeracy as pupils are required to measure distance, both through jumping, throwing and running. They are required to measure themselves in throwing events such as shot; discus, javelin, and ball throw and appreciate which events are easier to gain further distance thus looking at weight of throwing implements. In high and long jump pupils again measure themselves and understand metric distances. In running pupils understand the difference between long and short distance races and what is required to be successful in these events. Pupils also look at time and how to record time for different races by using stopwatches.

Symmetry is used in gymnastics and dance, to perform mirrored balances and sequences and demonstrate clear body tension. There is also a link to algebra through doing sequences in these areas as pupils are repeating and continuing patterns. Within P.E. we are also improving, and re-enforcing mathematical vocabulary such as faster, slower, measurement conversions and time.

I.C.T IN P.E

In the past few years the department has made great steps to improving the use of I.C.T within lessons. Stopwatches are used in athletics to record times for various events, and pupils are given the responsibility of using them to improve skills. I.C.T is used for working out averages for Cricket and Basketball scorers so the pupils realise the benefits of spreadsheets and link to mathematics. We have recently purchased a digital camera and this is used in all aspects of the curriculum. iPads are now being used with apps to enhance pupil performance further with videos and coaching apps benefitting the pupils. Photographs are used in displays for extra curricular activities and gymnastics photographs are used in our displays to represent good work. The digital camera is also used in lessons to photograph pupils so they can see how they are developing various tactics or techniques. We have also been able to use a digital video camera to take clips of pupils in Dance. When replayed to the pupils they are able to evaluate theirs and others work. We are trialling a system in athletics where the pupils are using the laptop to record data.

I.C.T. is also used for assessment purposes with video and digital photographs used to assess pupils and give them appropriate levels.

GIFTED AND TALENTED POLICY

Introduction

- This document is a statement of the aims, principles and strategies for provision for the Gifted and Talented pupils in Physical Education, Sport and Dance at **St Bedes Catholic Middle School**
- It was re-developed in October **2014 by Matthew Russell.**

Rationale

St Bedes Catholic Middle School is committed to the principle of providing the best possible learning opportunities for all of its pupils. There are many different areas of PE, Sport and Dance and children may be very talented in one area, though not as skilled in another.

Within this context it is important to:

- Cater for the specific needs of pupils who show a particular aptitude in Physical Education, Sport and Dance
- Work with external partners to cater for those pupils who are involved in high level sporting activities outside school.

Aims

- To identify, challenge and support gifted and talented pupils through the organisation of the Physical Education curriculum and extended curriculum
- To encourage the expression of talent and to encourage pupils to recognise the benefits and challenges of being a talented performer
- To set targets which encourage pupils to work to their potential
- To identify and support those pupils who are potentially very talented to perform at a level that substantially exceeds that which is expected for their age
- To help Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential

Checklist

Pupils who are Gifted and Talented in PE, Sport and Dance are likely to demonstrate many or all of the following characteristics in at least one activity.

- Motivation (Personal)
- Behaviours (Social)
- Aesthetic Appreciation (Creative)
- Types of fitness
- Skills and Techniques (Physical)
- Information Processing/ Decision Making (Cognitive)

Identification

The identification of Gifted & Talented pupils in PE, Sport and Dance may be problematic due to the diverse nature of the activities involved. Pupils may be very talented in an area beyond the scope of the school curriculum. To identify pupils, staff will use the following:

- Teacher knowledge and observation
- Discussion with colleagues
- Information from colleagues in other institutions
- The Department Checklist
- Information from the pupil, peers, parents and NGB accredited coaches
- Information from external agencies e.g. NGB, professional clubs or other accredited organisations
- Evidence of pupils' performance at County level or above
- Evidence of pupils' attainment beyond expected level across national curriculum.

The names of talented pupils will be maintained on a departmental register. The names of the very talented will be forwarded, with appropriate evidence, for inclusion on the school register. Registers will be reviewed annually.

Provision

The Schemes of Work describe progress through a series of core tasks. These develop in complexity, depth and difficulty through the four Key Stages, providing increased challenge and opportunities for pupils to demonstrate their knowledge, skills and understanding. Gifted & Talented pupils need opportunities to develop the range and quality of their skills through tasks that stretch them technically, physically and mentally.

- Schemes of work include extension material
- Curriculum enrichment opportunities are provided
- A register of talented sports people in the school is compiled and up-dated on a regular basis
- A lifestyle management programme is provided for those pupils on the register (Junior Athlete Education)
- Opportunities for participation in JAE (Junior Athlete Education) programme.
- Parents/carers are consulted and involved in the implementation of strategies to support their child
- Where appropriate external individuals and agencies are involved in the planning and implementation of these strategies.

Strategies for provision

Many Gifted & Talented pupils have specific needs that stretch beyond the skill, knowledge and expertise of the teacher. Schools should consider how to provide these pupils with adequate challenges and how to relate the curriculum to pupil's knowledge, expertise, experiences and training outside the school. This may mean involving coaches and parents and developing a life style management plan. The programme should take account of a pupils' high level of commitment and the demands of training and competition that may be involved. The needs of individuals will be considered and differentiated techniques and acceleration employed as appropriate. Pupils will be given the opportunity to develop breadth and depth in their knowledge, skills and understanding through opportunities to think creatively, explore and develop ideas, suggest solutions or explanations and reflect on what has been heard, seen or done.

Teachers will endeavour to:

- Negotiate with teacher i/c of gifted and talented to promote perspective pupils on to NAGT program.
- Provide opportunities for pupils to access relevant clubs, academies, and county coaches.
- Allow pupils to miss stages when evidence demonstrates their performance substantially exceeds that of their peers
- Select suitable challenges from the next Unit of Work
- Provide opportunities for pupils to find creative solutions to challenges, take risks and cope with failure
- Encourage independent work
- Provide extension work which is exciting and challenging
- Manage differentiated activity through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome
- Encourage pupils to refine their work by reviewing and evaluating.
- Discuss with pupils what they are learning and encourage them to identify their own learning needs
- Provide opportunities for pupils to work together in a range of learning situations
- Work with the school Gifted and Talented Co-ordinator to implement a strategy, (Individual Education Plan) which supports talented pupils.
- Take account of other needs – sometimes time to rest and recuperate may be best.
- Provide personal support to pupils e.g. through a mentor, to help them manage the pressures of school, academic success and the demands of high-level sport.

Monitoring and Evaluation

Staff will make every effort to create an atmosphere that encourages pupils to succeed. All staff will monitor pupils' work and feed information into the department assessment process.

The work of Gifted & Talented pupils will be discussed at department meetings. The department will monitor and record progress in activities inside and outside the school environment. The achievements of all pupils, including the Gifted & Talented, will be valued and recognised in an appropriate way.

A nominated teacher from the department will meet with the school co-ordinator at least once a term to share information on relevant issues.

- G&T criteria sheet for each pupil
- Register list for all year groups – highlighted
- Moderation days within partnership
- Target setting for individuals

EQUAL OPPORTUNITIES POLICY - GENDER

The growing number of contemporary sportsmen and women from both genders achieving success in a variety of sports helps to present a positive role model to both boys and girls. The camaraderie and equality of sport at all levels is also used to further enhance the sense of equality of the sexes.

- 1 The Department rejects the view that any broad aspect of PE is the preserve of, or more suited to, either gender.
- 2 The Department aims to provide equal opportunities for pupils within a broad, balanced curriculum, which does not discriminate against them because of gender.

Members of the Department, when devising and implementing their courses, strive to ensure:

- that what they teach and how they teach it promotes the conception of PE as an important and valued realm of human activity (potentially) of concern to all people;
 - that, via sensible discussion and argument, they seek to counter any gender oriented bias towards or away from the subject or any aspect of it;
 - that no pupil is denied access to any of the courses provided, nor, under normal circumstances, is excluded from any of the activities involved.
 - that course content and its implementation, with all that this entails, take account of the gender (as well as the abilities, ethnicity and social circumstances) of the participating pupils. In most cases this means, at the very least, devising tasks and providing exemplary materials that have the potential to attract and sustain the interests of both male and female pupils;
 - that, normally and overall, equal demands are made on all pupils; and equal value is placed on the contributions of all pupils;
 - that stereotyping or bias by any individual, regarding the expected achievements of a certain gender, are avoided;
 - that, in the PE rooms, there is no other form of discrimination against any particular individual or group.
- 3 In order to appeal to all pupils teachers must:

- i emphasise that P E is concerned with healthy human activity, culture and achievement;

- ii provide opportunities for pupils to use personal, expressive language, in work such as projects, reports and posters and of course classroom discussion;
- iii provide pupils with opportunities to discuss and explore opinions on sporting issues;
- iv demonstrate the importance of P E for everyone, showing its importance in a wide range of careers and a healthy lifestyle.

ASSESSMENT

The criteria for assessing attainment relate to pupils' ability to:-

- 1 plan and perform
- 2 acquire and develop skills
- 3 select and apply skills, tactics and compositional ideas
- 4 evaluate and improve performance. Show knowledge and understanding of fitness and health
- 5 apply safety principles
- 6 work alone and with others

Teacher assessment

Teachers are continually making assessments and judgements of pupils' learning over the course of a key stage or unit of work.

During a unit they are also making continuous assessments and judgements as to the rate and extent of pupil's progress. Therefore it is important that pupils have the opportunity to demonstrate their achievements during and at the end-of-unit, giving teachers evidence on which to make assessments.

Pupil Assessment

Pupils can show evidence of learning if tasks allow them to do so. The pupils are involved in planning and evaluating their own performance and that of others through observing, discussing, encouraging, exploring, working alone, in groups, in classes expressing judgements.

Teacher Assessment

In the PE Department, when planning and implementing particular episodes of learning and their related tasks and activities, the teaching modes and strategies and the assessment methods to be involved, are essentially determined by:

- the nature and objectives of the learning;
- the ages, abilities and experiences of the pupils;
- the relevant knowledge, skills and preferences of the teacher(s)
- the availability of resources – spatial, material etc

Assessments focus on what can be observed, therefore as appropriate, they focus on:

- the activities undertaken by the pupils, and the manner in which they conducted themselves;
- what the pupils say about those activities
- what the pupils say about the achievements of others and about pertinent matters and issues;
- the use of iPads to record end of units in dance in all areas where staff deem it appropriate. This gives pupils the opportunity to watch themselves and others and be able to evaluate their performance in

these areas. It will also help teachers to assess pupils' progression and achievement within the unit of work and across a key stage;

- use of a digital camera to show body shape, stance, extension, gesture etc
- pupils' achievements/abilities are recorded at the end of the year in the form of an annual report to parents;
- Pupils are assessed at the end of a unit of work. This assessment is in line with the schools assessment policy and leads to the overall level that is reported to parents. With the new National curriculum we will be using: Entering/ Developing/ Secure/ Mastery
- We fill in a PE transition document for St Augustine's which forms the basis for the annual discussions that take place between the schools. We identify areas of strength/ areas for improvement, extra-curricular activities and general comments. We also currently feedback National Curriculum levels though this will change over the next few years with the implementation of a new assessment system in line with NC 2014.

ASSESSMENT

Performance across a range of activities

Planning:

- Strategies and tactics
- Responding – looking for support
- Reading the game
- Understanding go strategic planning, eg awareness
- Relay
- Team work
- Composing
- Communication orally
- Adapting

Performing:

- Developed skills – anticipating / adapting skills
- Clarity of body shape)
- Precision)
- Fluency – level, speed, direction)
- Inversion) Dance and
- Control) Gymnastics
- Extension and tension)
- Complexity)
- Technical competence. Co-ordination)
- Adapting and refining)

Evaluating:

- Knowledge of rules
- Refining of technique
- Analysing performance of others / self
- Appropriate use of language
- Changes to body after exercise

Planning:

- Thinking ahead
- Envisaging the finished action
- Anticipate
- Compose sequences
- Devise tactics

Performing:

- Competent and versatile
- Select responses
- Solutions to problems
- Adapt and refine skills

Evaluating:

- Observe accurately
- Express judgement
- Technical language
- Perceptive in own and others performance

Quality of Learning:

Good quality teaching allows pupils to:-

- 1 Make progress
- 2 Repeat and practise
- 3 Explore and experiment
- 4 Rehearse and polish performance
- 5 Work through structures and open ended tasks
- 6 Work alone, in groups, in large groups
- 7 Work co-operatively and competitively
- 8 Sense of commitment
- 9 Concern for safety – equipment

EXTRA CURRICULAR ACTIVITIES

1 Sport makes a most valuable contribution to the ethos of a school through the extra curricular programme. Competitive activities make a significant contribution to the social and moral education of young people and help to develop the self-esteem of pupils.

2 St Bede's has a strong reputation for extra-curricular activities, not just in terms of strong teams but with the numbers of pupils representing the school. If we work to a pyramidal system, the "grass roots" (where most pupils are positioned) these are **equally** as important as those gifted pupils. Therefore, clubs are rarely just "A" team squad training sessions, but a genuine club where the only membership criteria are interest and enjoyment of that activity, irrespective of ability.

Clubs range from invasion games, basketball, rugby, hockey, football, netball, net/wall games, athletic activities, cross country, athletics, dance liturgical group to gymnastic clubs.

Equal opportunity is important at St Bede's hence pupils are given access to all clubs according to the right age.

3 Where possible coaches from a variety of sports are invited into school to coach and encourage pupils to join local sporting clubs in the area.

Any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.

AIMS:

- 1 To extend the curriculum beyond that offered in timetabled sessions.
 - i there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work.
 - ii there are opportunities for visitors/coaches to work with mixed ability/gender groups in certain games.
 - iii there are opportunities to enter a variety of competitions. Such events can enhance the image and reputation of individuals and of the School.
- 2 To allow practice for school teams/trials/auditions/performances, etc.
- 3 To allow non-specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils.
- 4 To allow pupils of different ages and abilities to interact.
- 5 To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.
- 6 To encourage good sporting behaviour and attitudes in co-operative and competitive situations.

Principles:

- 1 The P E Department is committed to offering a variety of extra-curricular activities and clubs, wherever and whenever practicable considering the restraints of staffing, cost and time.
- 2 The extra-curricular activities and clubs should be open to all pupils and must be organised with this in mind.
- 3 All extra-curricular activities and clubs must be organised with the safety of participants as the major consideration. . It must comply with LEA guidelines and school policy. A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body.
- 4 Parents are informed of the nature of the extra-curricular activity or club through consent forms given to pupils, notifications given to pupils, information on school website/ Facebook/ Twitter accounts.
- 5 If the extra-curricular activity or club has events that take place during normal school hours then the school community need to be informed of dates and numbers involved. Those informed must include all teaching staff. The office must have all relevant details and copies of letters issued.
- 6 The results of the extra-curricular activity or club, including photographs, could form the basis of display work. Parents are kept informed of results through the weekly newsletter.
7. If transport by minibus is involved staff must have regard to, and comply with, the school policy.
8. If the extra-curricular activity or club has events that take place during normal school hours then the school community need to be informed of dates and numbers involved. Those informed must include all teaching staff and kitchen staff (two weeks prior to the activity if large numbers of pupils are involved). The office must have all relevant details and copies of letters issued.
9. All P.E. staff should have the option to take part in the extra-curricular activities or clubs. If for any reason they do not wish to participate they should be prepared to support their colleagues by, e.g. providing cover for them.
10. For educational visits off campus staff must ensure that the venue, organisation concerned and the transport company are all reliable, legal and safety conscious.

Visitors/guests

At times we are able to utilise visitors to the school as a resource within the P.E. Dept. We value their contribution and welcome the opportunity to draw upon the wider community. However difficulties may arise with visitors who are not accustomed to schools and in order to match expectations to needs it is necessary to follow guidelines.

- 1 Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.
- 2 Office should be informed of the date and name of visitor.
- 3 It is important that a pupil welcomes visitor and a teacher gives a vote of thanks so that pupils may show their appreciation.

PARENTAL LIAISON AND INVOLVEMENT

The PE Department's policy for parental liaison and involvement reiterates that of the School. We are fortunate at St Bede's as the parental involvement and support we get at all age groups is very high and noted by other schools in the area. Central to both policies is the tenet that, at its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the pupils themselves. Parents have particular insights into their children's strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communications between teachers and the parents of their pupils, can hardly be over stated.

For their part in this liaison, during a normal academic year, teachers in the Department communicate with parents, directly or indirectly, by means of:

- homework diaries
- consent forms – to parents/guardian of pupils who have been selected to represent teams in local matches, tournaments etc.
- articles in the School's weekly 'Newsletter' to parents, in which the work and activities of the Department, e.g. match results are regularly and substantially represented;
- yearly formal reports that summarise pupils' achievements and progress over a specific period.
- Twitter through the St Bede's PE account and through the St Bede's school account.

In addition to these written communications, the Department's teachers have or create opportunities to talk with parents, and to show and explain to them examples of the pupils' PE work and activities:

- during the School's 'open days' and 'sports day'.
- during discussions with an individual pupil's parents, initiated at the request of either the parents or the teacher;
- during certain educational visits, productions or events in which the Department is significantly represented.

To help fulfil their important role in their child's P E education, and to be as informed as possible in any communications or discussions with teachers, parents are requested and encouraged, to the extent feasible:

- to ensure that their child has (at least) the basic equipment/clothing necessary for their proper participation in P.E. lessons;
- to show an interest in, and to ask questions about, the P E work and activities in which their child is currently engaged at School and/or at home;
- to make every effort to attend the School's 'parents evenings', 'open day' and 'sports day' or any other pertinent events, and when appropriate, to make time to discuss their child's work and progress in P E, and to look at some of the work displayed;
- to communicate to the Head of Department or to a particular teacher, any concerns about issues that are seriously affecting their child's Physical Education.

With regard to this latter point, but also in general, in all of their communications with parents, teachers should strive to be as sensitive as possible, to the needs, apprehensions, and background circumstances of the parent(s) and the pupil. This means, among other important considerations, that in their communications with parents, teachers should:

- pay attention to the form of address, so as not to exclude or embarrass one-parent families, or children being fostered or 'in care';
- seek to employ a form and tone that is clear, straightforward, appropriately friendly, and not patronising;
- be sensitive to the known home and family circumstances of a parent and their child(ren), and should exercise caution when those circumstances are not known;
- encourage apprehensive parents to visit the School and the Department, and to contribute as much as possible to their child's P E education.

LINKS TO CLUBS/ COMMUNITY AND OUTSIDE AGENCIES

St Bedes PE Department have developed strong links with a range of school and professional bodies.

At school level St Bede's works closely with:

Our Lady of Lourdes MAC Schools, St Thomas More First School, St George's First School

The P.E. Department works closely with our pyramid High School and first schools. We are working to enable a smooth transition between the different phases of the pupil's education. Through close liaison and regular meetings, both formal and informal, we have agreed a common transfer document. This is supported by both meetings to discuss the pupils transferring and a moderation morning where three sample groups of pupils from both middle schools meet at St Augustine's. Here their performance is assessed by both High School and Middle School P.E. staff.

St Bede's are developing sports leaders and it is hoped that these sports leaders will help run events for pupils from our feeder first schools so that they can further improve their leadership skills. We aim to enable pupils from our feeder schools to use our facilities wherever possible.

Redditch Schools' Sports Association

St Bedes has strong links with this Association, in fact running/ organising a large number of the District events/ tournaments that take place. The Association is a body of P.E. teachers from all schools in Redditch. It serves to ensure there is the provision of competition in extra-curricular sport. There is a District competition/festival in almost every sport played in school. The Association also runs District Teams to offer able pupils the opportunity of higher level competition.

Redditch School Curriculum Development Working Party

As well as Sports Association St Bede's P.E. Department are involved in the Curriculum Development Group. This body meets regularly to discuss the curriculum provision for pupils in the Redditch Education system. This is supported by the Head Teachers Association and aims to develop continuity for all children as they move through different educational phases.

The Department has developed strong links with the following bodies to allow pupils access to a broader provision.

County/ National Associations

St Bede's enters and run a significant amount of countywide events. The WSFA (Worcestershire Schools Football Association), WSCB (Worcestershire Schools Cricket Board), Worcestershire Youth Games are just

a few examples of these. We also enter the National Football Competitions run by the ESFA, National Basketball (ESBBA), and English Schools Athletics (ESAA).

Club/ Community Links

St Bede's have developed strong club links with Bromsgrove Cricket Club, Bromsgrove Hockey Club, Redditch Hockey Club, Redditch Cricket Club, Redditch Rugby Club, Bromsgrove Rugby Club, B & R Athletics Club and Aston Villa Football Club. We use and share facilities/ coaching expertise, provide advertising for these clubs and do whatever possible to further engage children in taking part of sport in an extra-curricular setting. Any coaches who come in to school from these clubs must have provided evidence of DBs check with school office or be supervised by a member of staff in school at all times.

We also have Redditch Taekwondo Club who use our facilities on a Monday and Wednesday Evening and many of our pupils attend. We are always trying to adapt/ create new links with clubs for our pupils but it is school policy that all links must be with accredited clubs who have the Club mark award or a similar accreditation.

SUMMARY

The Physical Education Department at St Bede's has a very high profile within the School and we are all very proud of the overall performance of ALL the pupils in the School

The pupils are encouraged to join the wide variety of clubs offered throughout the School week, and these are always over-subscribed. Fortunately some non-specialist staff give up their time to run clubs and teams. The pupils and parents are very aware of this and always show their gratitude verbally, in letters and by attending as many matches as they can.

The School Management Team and Class Teachers sometimes show support by attending matches and tournaments which is appreciated by the PE staff and pupils alike. It is also noted by staff from neighbouring schools.

We have started a strong liaison with both feeder Schools and High School. The staff at St Bede's offer help and suggestions to feeder schools and have met to discuss areas of PE.

As Head of PE I am given time to monitor and give advice to non-specialists at KS2 and discuss areas where they may need training. The specialists in the PE Department give help and advice and many non-specialists have taken up courses in football.

We feel it is important to questions pupils about the activities offered at St Bede's and we regularly discuss these, especially with Year 7 and 8 pupils throughout the year.