

Alban Church of England Middle School
Physical Activity Policy

Date: March 2007

Written by: S. Higgins (Head of PE)

1. Brief background information

Alban Church of England Middle School is set in the beautiful surroundings of Great Barford, Bedfordshire. Children are taught at the school from Year 5 through to Year 8. We have a 4 form intake and cater for approximately 450 pupils. Pupils come from a wide range of different social and ethnic backgrounds and most live outside the village and are transported to and from school.

Every child receives 2 hours of Physical Education each week and are taught by specialised staff. They also have many opportunities to further their skills in a large number of extra-curricular clubs that are available to all.

We currently have 11 pupils who are statemented.

This policy was written by the current Head of PE in consultation with other members of the PE Department and will be reviewed annually.

2. Outline of facilities for physical activity

For PE lessons and OOHS opportunities, we have a gymnasium containing numerous static and flexible gym equipment including wall bars, benches, balance beams and spring boards. The gymnasium has also been equipped to allow basketball, volleyball and other indoor games to take place.

We have a vast grassed area also at our disposal. During the winter months, it is marked out for 2 football pitches, 1 rugby pitch, 1 hockey pitch and 1 grid area. During the summer months it is marked out for athletics, which includes a 300m 6 lane track, areas for discus, javelin, shot putt and long jump. There is also a fenced off area for grassed tennis courts.

Pupils in Year 8, have the opportunity to go to Blue Peris on an outdoor activity week where they participate in outdoor adventure activities and improve their team building skills.

3. Aim of Physical Activity Policy

Our overall aim is *to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity.*

4. Objectives of Physical Activity Policy

We aim to have in place the following:

- a curricular physical education programme which meets statutory National Curriculum requirements
- provide all pupils with at least 2 hours of curricular physical education in which a broad and balanced programme is provided
- provision of quality physical activity opportunities both within and outside of curriculum time which:
 - consider the needs and interests of all pupils
 - promote positive attitudes towards participation in physical activity
 - enable all pupils to develop a full range of basic movement skills
 - increase pupils' knowledge and understanding of the importance of physical activity
- increased pupil participation in physical activity both within and outside of curriculum time
- provision of relevant in-service training opportunities for all those leading physical activity sessions
- provision of adequate resources and funding for physical education
- a commitment to ensuring safe and effective exercise procedures, including warm ups and cool downs
- provision of safe and stimulating areas in which children can play and be active
- raising the profile of physical activity throughout the school and encouraging cross-curricular links
- making facilities and equipment available for pupils at lunchtimes and encouraging children to be active at these times
- inviting appropriately qualified professionals to contribute to the provision of out-of-hours activities
- provision of opportunities for staff and parents to gain appropriate qualifications so that they can be involved in out-of-hours learning provision
- providing pupils with the information and confidence they need to take advantage of physical activity opportunities in the local community and move from dependence on the teacher to independent action
- liaison with relevant professionals in the community to help develop physical activity pathways beyond school
- organisation of specific events which promote and raise the profile of activity
- encouraging more pupils and staff to walk or cycle to school
- a sensitive policy on PE kit which takes account of the needs of the pupils
- encouraging staff, parents and governors to participate in activity
- monitoring pupils' level of involvement in physical activity inside and outside of school

5. School policies on specific issues

i) Statement on entitlement and equal opportunities

All pupils at Alban Middle School, including those with special needs, are ENTITLED to a comprehensive programme of physical activity which:

- fulfils the statutory National Curriculum requirements
- takes into account their individual needs and interests
- provides them with opportunities to pursue activity beyond school

The Physical Activity opportunities offered both within and outside of curriculum time:

- provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in different activities
- ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE National Curriculum

ii) Differentiation

Physical activity at Alban Middle School is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- pupils at different starting points all make progress

The achievements of all pupils are maximised by providing variations in:

- **tasks** (e.g. providing a range of tasks with different degrees of difficulty)
- **resources** (e.g. using a variety of equipment to make tasks more/less challenging)
- **response** (e.g. allowing pupils to work at different paces)
- **support** (e.g. providing additional support)
- **group structure** (e.g. permitting small group work; selecting mixed ability or setting, as appropriate)

Examples of how the above principles can be used to cater for those of low and high ability include:

Low achievers

- allowing pupils extra time to complete a task
- setting activities/tasks from earlier units of work
- using appropriate language/terminology and praise as appropriate
- using appropriate demonstrations
- grouping children into ability groups for some tasks/activities
- using short-term, achievable targets to help pupils reach their potential

- focusing on personal improvements and recognising participation, improvement and effort
- making activities enjoyable and interesting
- offering a wide range of experiences and opportunities
- using more-able pupils to assist in paired work, taking on a coaching role

High achievers

- providing appropriate challenges which stretch pupils e.g. using more challenging equipment
- providing extension work for activities
- encouraging participation in out-of-hours clubs
- encouraging pupils to work at a faster pace and to move onto more advanced skills
- involving pupils in helping and supporting less-able peers
- providing competitive opportunities (inter and intra school)
- encouraging participation in local sporting events
- directing pupils to local clubs/outside agencies

iii) Inclusion of those with specific disabilities and/or health conditions

- **moderation** of activities where necessary e.g. changing rules/playing area/equipment to enable pupils with special needs to be included
- **parallel** activities – all pupils take part in the same activity but in different ways e.g. pupils in ability-matched games
- **separate** activities – for activities where it is difficult for a pupil with special needs to take part, an alternative activity is offered which they could either take part in on their own or with peers who also have difficulties

iv) Assessment/recording/reporting

Assessment will be identified in short- and medium-term plans which ensure progression between year groups.

Pupils' progress and achievements will be assessed, recorded and reported in the following ways:

- include assessment criteria in lesson plans
- teacher observation of pupil performance in lessons – looking at both effort and achievement and cross referencing the level of achievement to QCA outcomes
- pupil responses to specific tasks – looking at pupils' responses to the core tasks in the QCA schemes of work will help to judge the level at which pupils are working
- question pupils – to find out what they did/did not enjoy
- use assessment sheets to link pupils achievements to National Curriculum level descriptors and/or QCA expectation (these assessment sheets follow the agreed criteria for our Learning Community)
- highlight physical activity successes on a special physical activity achievements board, could include photographic evidence

- enable pupils to be involved in self and peer assessment
- pupil records of participation in physical activity (e.g. registers of clubs etc)

Methods of reporting pupils' progress and attainment to various groups include:

To pupils

- highlighting objectives at the start of lessons and reinforcing these throughout, then providing feedback on how well these have been achieved at the end of the lesson
- setting pupils individual targets, for example using national levels, and telling them how well they have met these
- giving pupils verbal feedback so that they know how well they are progressing
- providing pupils with record sheets on which they can record their progress
- highlighting pupils' successes via assemblies and on notice boards

To other teachers

- providing verbal feedback, either informally or through regular meetings between the PE Co-ordinator and other staff and at whole staff meetings
- pupil reports and assessment sheets completed and handed onto next teacher when pupil moves year
- through highlighting PE successes in special assemblies and on the notice board

Parents

- including a PE section on the end-of-year school report which includes references to achievements, progression and areas of development
- through parents evenings
- chatting to parents at sports fixtures/physical activity events
- providing photographs of children involved in physical activity and school teams on a special notice board
- inviting parents to sports days, festivals etc. where they can see their children taking part in physical activity

Other agencies

- arranging transfer meetings with other schools and providing relevant documents
- informing colleagues of successes and progress through cluster group meetings
- introducing pupils to local clubs through competitive games

v) Safety

The following steps are taken to ensure the safety of pupils participating in physical activity:

pupils understand all procedures and information regarding the minimising of risks associated with PE

- regular assessment are carried out on equipment used in physical activity

- basic rules regarding clothing, footwear, jewellery are highlighted and adhered to
- basic rules regarding behaviour within the physical activity setting are established and adhered to
- safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, e.g. including warm-ups and cool-downs

6. Curricular physical education programme

Each year group is allocated 2 hours per week for physical activity. They complete a range of activities throughout the school year, including gymnastics, games, O&AA and dance.

Further information and a more detailed break down of the activities completed by each year group, can be found in the planning folder

7. Out-of-hours learning programme

There are a vast number of clubs offered to all pupils before school, at lunchtimes and after school. The focus of these clubs is a mixture of both teams and taking part in fixtures and participation based with all pupils encouraged to attend.

A half-termly plan of all clubs is given to all classes stated what clubs are on, when they are taking place and who they are for. The activities on offer change each half term. The activities are run by the PE staff and/or outside agencies e.g. local coaches etc.

8. Methodology

At Alban Middle School, our practice reflects the following principles:

- DIFFERENTIATION – with differentiated tasks which are matched to the abilities, needs and interests of pupils and enable them to answer tasks at their own level
- POSITIVE REINFORCEMENT – with effort rewarded, improvement acknowledged, pupils praised and positive feedback provided
- APPROPRIATE GROUPING – to aid the learning process, e.g. in contact sports pupils should be matched physically for partner work or opposed pair work

9. Organisation

All games lessons are taught in single sex groupings. Key Stage 2 pupils have indoor lessons in mixed groups but at Key Stage 3, all classes are taught in single sex groupings.

10. Training

In-service training opportunities for staff involved in physical activity provision include courses offered by:

- Local education authority
- Sports development unit
- National governing bodies of sport
- National organisations

11. Resource provision

The PE Co-ordinator is responsible for co-ordinating the purchase of resources. The annual budget is approximately £1000 each year. This funding must cover the cost of any safety checks carried out on any equipment used during any physical activity and to replace any old or broken equipment.

If new equipment is required, the PE Department shall seek additional funding opportunities; these include Tesco and Sainsbury voucher schemes, fund raising activities and other funding organisations.

Approved by the Governing Body on (Date)

Signed: (Chairman of the Governing Body)

..... (Headteacher)