



# Anchorsholme Academy PE Policy



Adopted by Governors/HT: HT  
Review period: 3 Years  
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Person responsible for policy:  
Miss L Hillier/ Mr J Howarth

## **Statement of Intent**

At Anchorsholme Academy, we want to engage and motivate all learners to recognise and achieve their full potential. We want our learners to engage in sport in a confident and collaborative way, to increase their teamwork, communication and leadership skills. Also, we want our children exposed to a range of different sports and skills to allow their natural curiosity and engagement in sport to shine through.

At Anchorsholme Academy, we provide a high quality physical education curriculum that 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.

At Anchorsholme Academy, we believe Physical Education should enable all pupils to work towards becoming independently active within the school and community, as it makes a significant contribution in helping establish the necessary knowledge, skills, understanding and attitude essential in maintaining an active and healthy lifestyle.

We offer a variety of free extra-curricular sporting activities both before and after the school day. Activities include football, kurling, gymnastics, dancing etc. Further details can be obtained from the school office.

## **Objectives**

The aims of the Physical Education programme are directly related to the overall aims of the school, which advocates an inclusive policy.

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced programme which assists us to fulfil our main aims which are to:

- Promote physical development, physical activity and to teach children the benefits of maintaining an active lifestyle;
- Provide opportunities for all children to achieve their full potential through a positive, stimulating and caring environment;
- Develop social skills and positive attitudes;
- Provide equal opportunities for all children regardless of race, ability, gender or background;
- Allow the children to become independent learners;
- Develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing];
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying];
- Improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance [improving and evaluating];
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health];
- Develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others];

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- Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles]; and
- Inspire children to pursue to opportunities beyond school and lead healthy and active lifestyles.
- To expose learners to a range of different curricular and extra-curricular sports and opportunities.

### **Planning**

At Anchorsholme Academy all children participate in 2 hours of PE per week, with the exception of EYFS.

The school's physical education curriculum delivers the National Curriculum statutory requirements whilst meeting its aims and objectives for physical education. Our curriculum by the sea, combined with PE Passport, ensures that all learning at Anchorsholme is progressive and develops year by year. All of our teachers develop the children's skills using their prior skillset from previous year groups.

When planning all lessons, our teachers ensure that all lessons and resources are adapted for our SEND learners using STEP (Space, Time, Equipment and People). All teachers follow the curriculum map and access the PE Passport' application as a core source of planning. Furthermore, we follow the core Lancashire plans when/if needed.

In KS2, every member of the class must be given the opportunity to lead part of a lesson. This can be done through the following:

- Organising the warm up/cool down;
- Officiating a game/match; and/or
- Using own strengths to support others.

### **Teaching**

All teachers must play an active role in lessons and they should aim for a maximum of 20% talk time. All lessons must follow PE passport and can be adapted and edited by the teacher (in line with the trust milestones and national curriculum aims).

Before any physical activity, children must go through a warm up. This should be done by the teacher, with children invited to join in and discuss the warm up. Also, before any lesson, teaching staff are to talk about the risks of the sport and the risks in the learning space. This should be done via discussion between the staff and the children. By doing this, children develop their own understanding and knowledge of the risks associated with the sport they are about to learn. A teaching assistant may be present to support the teaching and learning and this can be used to help as part of the differentiation during the PE lesson.

For one half-term a year, teaching staff are provided with a PE specialist, who will support the Staff's CPD and also their ability to assess using PE passport. Furthermore, staff are given at least one CPD staff meeting training to assist with their understanding of the subject.

## **SEND and Lesson Differentiation**

Teachers are to consider the acronym **STEP** when ensuring all children are able to participate fully in the lesson.

**S:** can altering the space (size, shape or otherwise) make the task more accessible?

*e.g. smaller pitches to ensure the throwing distance in netball is reduced.*

**T:** can changing the task slightly ensure children have the same outcome but possibly via a different method or process?

*e.g. instead of trying to score a basket after dribbling around some cones, perhaps the children could just practice one element of this task.*

**E:** can changing the equipment being used ensure that ALL children can fully engage?

*e.g. using a balloon for badminton to slow the pace of the game down.*

**P:** can changing the number of people involved in an activity make it more participant friendly?

*e.g. more children in a team could make it easier, or harder.*

## **Assessment**

All work will be evaluated by the teacher against the success criteria for the lesson and oral feedback given where appropriate. Photographic evidence can also be used to demonstrate an assessment focus.

**KS1** – Assess the 10 fundamentals of movement for each child at beginning and end of Key Stage. Three videos of each fundamental (1 red, 1 amber, 1 green) are added to the K-Drive (Staff Drive) for moderation during assessment periods. KS1 fundamental movement assessments must be shared with parents at the beginning and end of Key Stage.

**KS2** – Photo evidence will be uploaded to the PE Passport application at least once a half term and regularly onto Class Dojo or Tapestry. Children will also be assessed using the PE passport at the end of each half term. Assessing against their competitiveness, social skills and their overall performance. Criteria for grading is as follows:

- **Bronze:** Working Below Standard.
- **Silver:** Working Towards Standard.
- **Gold:** Working at Standard.
- **Star:** Working Above (more able learner).

## **Equipment**

Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure all equipment used is appropriate for the age group and is in good condition before use. Students who fail to use the equipment for its correct purposes run the risk of losing their privilege to use it at all. Equipment is regularly checked by the PE team and any defects or concerns are communicated immediately to the Health and Safety Coordinator and Headteacher.

Both teaching and non-teaching staff are responsible for collating the equipment for a lesson and putting it away tidily promptly afterwards. Children should not be given this role.

## Clothing

Children will come into school on their PE days wearing PE kit and will wear this for the remainder of the school day.

Indoor	Outdoor
-Plain T-Shirt (in your child's 'House' colour). -Dark Blue PE Shorts. -Black trainers.	(Can be worn on teachers request during periods of cold weather). -Plain T-Shirt (in your child's 'House' colour). -School Jumper/ Dark-Coloured/Grey hoodie. -Dark-Coloured/Grey Tracksuit Bottoms. -Black Trainers.

*Hoodie and tracksuits must be dark colours. Grey, Black and Navy are preferred. Please ensure all PE clothing (excluding trainers) must not be branded and clearly labeled with your child's name.*

- PE kit must be worn at all times and must be clearly named.
- If a child has forgotten their school PE kit, the child will partake as far as possible with the clothes that they have. We do not loan 'spare kit' at Anchorsholme Academy.
- A record of forgotten kit must be made by the teacher. If a child does not have a kit on 3 occasions, the class teacher will contact the child's parent/carer.
- Jewellery **is not permitted** in PE lessons. Students should come ready for the lesson, preferably with earrings removed or adequately taped by the parent/carer at home. Taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space. However, the amount of tape needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball. **Teachers cannot** plaster over children's earrings and it must be done at home.
- Long hair must always be tied back.
- Staff must wear sports clothing for lessons, setting a good example for our pupils.

## Health and Safety

The provision of a healthy and safe environment for students and teachers in the school is essential.

Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure the following safety issues are addressed and follow school guidelines where applicable.

- Staff must recognise and understand the short and long-term medical conditions of pupils (see medical needs list in individual classes or office records);
- Staff must ensure that the equipment and facilities are safe and in good working order and report any defects or concerns immediately.
- Staff must record any accidents or near-misses using the correct reporting form, which can be obtained from the school office.
- Red 'safety' cones to be used to mark off areas that could be a hazard.
- Staff must enforce the use of recommended protective equipment required for a particular game or sport.
- Staff must provide access to appropriate first aid facilities and equipment.
- Staff must communicate with parents/carers, as required.