

Derrymount School

Physical Education Policy

1. Introduction

This policy describes our approach to the teaching and learning of Physical Education (PE) at Derrymount School. The policy provides a framework for staff to ensure the delivery of high quality teaching and maximum opportunity for our young people to develop an understanding of the importance of and positive attitude to physical activity. It provides an opportunity to inspire pupils to compete in a variety of sports building character and embedding values such as fair play. It also supports our aim of "Finding pathways to learning and living" in an ever expanding multicultural world, underpinned by a belief that Determination and Motivation are the keys to Success.

The policy is not designed to be prescriptive but to reflect our ethos and long term aims. It lays down minimum expectations for teaching and learning, guidelines for teachers in delivering the curriculum and how the outcomes will be measured and evaluated as part of the whole school curriculum.

This policy will be revised in line with the whole school policy review programme after no longer than three years.

2. Aims

The Physical Education Curriculum contributes to whole school teaching and learning aims and objectives specifically through developing each pupil to;

- learn in an atmosphere in which they can feel happy and secure and are enabled to enjoy and achieve.
- value cultural diversity and difference
- experience learning that is clear, continuous and shows logical progression
- develop self-confidence and personal interaction skills
- make good or better progress from their individual starting points
- maintain good physical and mental health

3. Objectives

Our objectives include enabling our young people to:

1. Develop the skills and confidence to participate safely and co-operatively in a wide range of physical activities and sports
2. Communicate to the best of their ability and enjoy interaction with others.
3. Learn a range of techniques and skills to support teamwork, tactical play and leadership
4. Develop enthusiasm and enjoyment for physical activity, group work, personal challenge competitive and non-competitive sport.
5. Understand how their own bodies work, how exercise and diet effect both physical and mental health and how to develop maximum physical performance
6. Develop skills in planning, evaluating and reviewing for personal and group performance
7. Develop interest and knowledge in other countries traditional sports.
8. Develop attitudes which help personal and social development and positive attitudes to the ideas of other people, care of the environment and sustainable lifestyles.

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9. Learn interaction skills which will support emotional well-being in adult life.
10. Learn at their own level and experience a positive sense of achievement.

4. Provision at different Key Stages

In Key Stage 1 and 2 our young people are introduced to activities and sports to develop gross motor development, eye-hand co-ordination, body and spacial awareness and co-operation with others. The emphasis is on developing skills in balance, control of speed and direction and confidence in moving their bodies through space. The young people are taught to use a range of equipment safely and effectively along with the basic rules of competitive team games and individual sports. Opportunities to develop skills for swimming continue throughout key stages 1 and 2 and enable progression through national award schemes.

In Key Stage 3 (years 7-9) our provision focusses on the further development of physical skills and techniques. A greater emphasis is placed on developing performance as team members and individuals. Our young people can begin to work towards gaining a recognised accreditation in the next key stage.

In Key Stages 4 and 5, in addition to individual and team sports, pupils have access to sport and physical activity with a variety of options. These include Ice skating, Golf, Well-being Walks, Swimming, Climbing and Canoeing. Students can also choose to study BTEC Sport and Active Leisure, GCSE PE, and Duke of Edinburgh Award. Teachers will recommend the appropriate pathway for learning for each student and classes are designed to enable students of different abilities to be taught in the same group. Other pathways may be offered by a teacher if they feel it is more appropriate for the young person.

5. Teaching

To enable all of our young people to make at least good progress teachers must:

1. Prepare schemes of work and lessons that take account of individual pupil's previous experience and achievements
2. Use a range of strategies and resources to engage and sustain learning
3. Plan lessons that sustain learning and engagement throughout the session
4. Evaluate learning and plan for progression lesson to lesson and over longer periods i.e. half termly
5. Provide opportunities for parents to engage and support their child's learning
6. Set, share and evaluate targets with students giving clear direction on how to improve their performance
7. Use a range of teaching methods and take into account different learning styles
8. Mark work clearly and in ways which enable the young person to see clearly how well they have achieved and which identifies any support that they may have had.
9. Support both independent and group work
10. Provide clear and accurate assessment data on a termly basis and make appropriate adjustments to teaching programmes to ensure all students make at least good progress.
11. Provide an end of year report to parents identifying strengths and areas for development, attainment level and where appropriate predicted examination grade.
12. Ensure that allocated school funds are used effectively to support the delivery of the Physical Education Curriculum
13. Ensure resources are well maintained and fit for purpose.

14. Take responsibility for their own professional development and keep abreast of national developments and requirements.
15. Work safely conducting appropriate risk assessments.

6. Learning

Our young people are expected to:

1. Work to the best of their ability
2. Engage in activities and allow others to participate fully in lessons
3. Complete activities that the teacher provides, with support where required
4. Work independently and in groups
5. Respect others and enable them to learn without interference or distraction
6. Respect resources, take care over presentation and take pride in their work
7. Engage throughout the lesson
8. Provide feedback on their enjoyment and achievement in lessons.
9. Bring and change into the correct clothing for practical sessions

7. Monitoring of provision

The Head Teacher is responsible for monitoring the provision of teaching and learning at Derrymount School and will use the following methods to evaluate the quality of the provision we provide:

1. Lesson observations
2. Learning Walks
3. Pupil Engagement and behaviour management (Enjoyment and achievement)
4. Work scrutiny and work analysis
5. Target setting and pupil achievements
6. Quality of teacher's planning and evaluations
7. Assessment data – Accuracy and progression
8. Examination results

This policy is to be reviewed no later than September 2023