

# Castle School



## Physical Education

### PHILOSOPHY

Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

By participating in physical activity before, during and after school, students can gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities exist across the whole school day and include sport, travel, recreational clubs and games.

Therefore, physical activity is an important dimension in students' broad scope of development during their years of schooling.

It is important that children are given opportunities to participate in a range of enjoyable physical activities and experience competitive situations at an early age, so that they will be more likely to lead a healthy active lifestyle.

At Castle School physical activity is a fundamental part of school life and is delivered not only by the PE team, but also by every class team on a daily basis to ensure all children are developing physically to their potential. Key students are also targeted and offered extra opportunities to help develop their physical well-being or physical activity is used as a strategy to help students evolve.

Hence physical activity is encouraged in many different ways, such as through the; PE curriculum lead by the PE team, physiotherapy, sensory circuits, Yoga, sherbourne techniques, targeted clubs, targeted physical development time, class lead physical activities and physical therapies such a rebound. Cycling is also a keen focus is 2019/20.

This policy applies to all students attending Castle School, regardless of race, age, ability and to all members of the Castle School community (teachers, instructors, administrators, parents or guardians, volunteers).

### PURPOSE

Castle School has developed this policy to provide school staff and the school community with guidelines on what is required to achieve maximum levels of student participation in physical activity across whole school day.

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### **AIMS AND INTENTIONS**

The school will provide high quality physical activity opportunities both within and outside the curriculum time and across the whole school day. This policy is based on the aims that we will:

- Facilitate students so they can develop their physical literacy to enable them to lead full and active lifestyles.
- Provide the safest possible environment for all participants.
- Provide for the allocation of appropriate resources and facilities.
- Develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required.
- Provide talented and gifted students the opportunity to reach their potential and provide an age-appropriate participation pathway.
- Encourage participation in community sport and physically active recreation.
- Provide INSET and promote qualifications to ensure quality of physical activity provision across the whole school day
- Collect accurate data and record pupils' levels of involvement in physical activity in and outside of the curriculum

### **TEACHING AND LEARNING**

Teaching and learning in physical education at Castle School is characterised by:

- Appropriate long, medium and short term planning, which allows high quality teaching and learning to take place.
- Maximising the educational opportunities of all students through an emphasis on access, diversity, equity and a supportive environment.
- An emphasis on enjoyment and fun.
- Use of appropriate modified sport, facilities and equipment.
- A suitable level of physically active experiences and/or competition according to age, maturity and ability levels.
- A safe, healthy, challenging and physically active environment that encourages a sense of personal achievement, identity and satisfaction.
- The recognition of participation, development and improvement.
- The valuable contribution that can be made by members of the school community (teachers, parents, students) as role models and supporters of the benefits of physical activity.

### **ROLES AND RESPONSIBILITIES**

Castle School has a responsibility to ensure that every student is presented with the opportunity to participate in high quality physical activity experiences to enhance their learning and development. We have a designated person in school with responsibility for ensuring the Physical Activity Policy is implemented and used across the school.

Teachers and Instructors play a major role and other members of the school community are also encouraged to become involved in the school physical activity program. We would like to encourage Adult Other Than Teachers (AOTT's) the opportunity to access training regarding activities they can offer students during break and lunch times.

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The following roles and responsibilities encompass areas such as participation, competition, safety, community linkages, communication with parents/guardians, costs, equipment and behaviour.

### **PARTICIPATION**

Teachers, Instructors and any other members of the school community involved in the school physical activity programme need to:

- Encourage enjoyment
- Cater for varying levels of ability by differentiating learning intentions.
- Provide equal encouragement to all students to allow them to acquire skills and develop confidence.
- Ensure the programme is available to all students in the school, regardless of ability.
- Cater for students from non English speaking backgrounds.
- Signpost athletes with exceptional talent to local athletics clubs.
- Provide students with good quality, structured activities during break and lunch time.
- Where possible use staff and students who have had the training required to provide fun and challenging inclusive activities.
- Prepare and conduct sessions based on sound coaching and teaching principles.
- Set realistic standards and objectives for students;
- Ensure a safe and productive environment.
- Ensure consequences of inappropriate behaviour are clearly understood and promoted.
- Encourage students to participate in games before, during and after school.
- Act as a good role model of sporting behaviour.

Teachers, Instructors and any other members of the school community who take on a coaching responsibility are also required to keep up-to-date with coaching developments.

### **COMPETITION**

At Castle School provision is made for a healthy level of competition for all participants. Competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level that is appropriate for the age and experience of the students. Competition at Castle School also follows the National Schools Games format.

Teachers, instructors and any other members of the school community involved in the school physical activity programme need to ensure all students participating in the sport programme are aware that, although everyone likes to win, participating is equally as important.

### **LINKS WITH COMMUNITY ORGANISATIONS**

Teachers, Instructors and any other members of the school community involved in the school physical activity programme are encouraged to establish closer cooperative links with

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sport, recreation and community organisations by liaising with community groups and encouraging the use of school facilities, both during and outside of school hours; and integrating their physical education and sport programme with those of local sport and recreation organisations.

Key links include Cambridge University, Chesterton College, CLTC and Long Road Sixth Form.

## **SAFETY**

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

All staff must follow all health and safety guidelines as per BALPE and Castle School's own policies.

Teachers, Instructors and any other members of the school community involved in the school physical activity programme also need to:

- Recognise the difference between student and adult physical and emotional characteristics.
- Understand the short and long-term medical conditions of students (this includes previous and existing illnesses and injuries).
- Use correct moving and handling procedures for all activities.
- Ensure that the equipment and facilities are safe and in good working order.
- Enforce the use of recommended protective equipment required for a particular game or sport.
- Provide access to appropriate first aid facilities and equipment.

## **COMMUNICATION WITH PARENTS/GUARDIANS**

Teachers and all other members of the school community involved in the school physical activity programme need to:

- Inform parents or guardians of their child's involvement with the physical activity programme. This information should include PLTs, reports, newsletters, school website and parent mail.
- Allocate time for parent-teacher interviews when the end-of-year reports are issued. A parent-teacher interview may be requested at any time during the course of the term by either the teacher or the parent
- Notify parents or guardians and ask for their consent for any travel arrangements organised by the school for students participating in any physical activity including sporting events.

## **BEHAVIOUR**

Students, Teachers and any other members of the school community involved in the school physical activity programme need to:

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- Ensure students are aware that their behaviour is expected to be consistent with behaviour expected at school or home, before, during and after any sporting event or recreational activity.
- Manage students who fail to comply with the above codes of behaviour as set out in the school's 'Behaviour' policy.

### **SPECTATORS**

It is just as important for spectators to behave in an appropriate manner at any physical education or sporting event. Teachers and Instructors need to provide guidelines/expectations of behaviour to spectators and parents and other members of the school community.

### **EQUIPMENT**

Teachers, Instructors and any other members of the school community involved in the school physical activity programme need to ensure all equipment used is appropriate for the age group and be in good condition. Students who fail to use the equipment for its correct purposes run the risk of losing their privilege. Castle School has a designation HLTA who is responsible for upkeep of equipment

### **UNIFORMS**

Children enjoy the feeling of being part of a team, and, where possible uniforms should be provided. They should be clearly labelled.

Teachers and Instructors need to inform parents and guardians whether uniforms will be provided by the school or whether they will need to be supplied by the student. If students cannot afford to purchase items of a particular uniform, an arrangement may be made between the school and family concerned.

Castle School will provide a PE kit when a child is unable to provide their own.

### **CASTLE SPECIAL SCHOOL'S PHYSICAL ACTIVITY PROGRAMME**

This policy acknowledges that physical activity can occur in a variety of ways at school. Activity may be formal or informal, part of the school curriculum or extra-curricular.

The following physical activities are provided as part of Castle School Physical Education programme; Netball, Football, Dance, Gymnastics, Trampolining including rebound therapy, Tag Rugby, Basketball/Benchball, Athletics, Cricket, Rounders, Golf, Tennis, Hockey, Health Related Fitness, **Swimming/Hydro-therapy**, Curling, Table Tennis and Outdoor and Adventurous Activities (Students get the opportunity to complete the Duke of Edinburgh).

We focus on multi-skills activities and pay great attention to the Agility, Balance and Co-ordination (ABC) development of all children.

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Hence physical activity is encouraged in many different ways, such as through; PE curriculum lead by the PE team, physiotherapy, sensory circuits, Yoga, sherbourne techniques, targeted clubs, targeted physical development time, class lead physical activities and physical therapies such as rebound etc

### **Swimming and Hydro Therapy:**

Swimming is a key area of our curriculum and provided in 3 main ways.

- Traditional swimming teaching following the ASA framework
- Halliwick Special needs swimming for our more sensory / physically challenged swimmers
- Hydro-Therapy is developed in liaison with our Physiotherapists.

### **CURRICULAR HEALTH AND PHYSICAL EDUCATION**

Physical Education is a key learning area. It is an important dimension in a student's broad scope of development during their years of schooling.

The Health and Physical Education from Reception – Year 13 Syllabus states that this key learning area should provide opportunities for pupils to become physically confident in the way which supports their health and fitness; the aim therefore is that pupils will lead healthy active lives.

At Castle School we conduct Physical Education for all students providing 210min in Reception, 180min in Key Stage 1, 2 and 3 and 90min in Key Stage 4. Sixth Form has a timetabled PE lesson but also has a large amount of leisure activities as part of their Moving On syllabus.

### **Differentiation**

Physical activity provision in Castle School caters for the needs of children of all abilities from the physically gifted to the physically challenged. We ensure all students can access activities and we endeavour to encourage all students to take part in as much extra-curricular activity as possible.

The programme of physical activity offered takes into account differences in stage of development, previous movement experiences, body size, age and fitness and skill levels. For example: physical activity provision within Castle School is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

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- 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.

#### **ASSESSMENT:**

Assessment plays an important part in ensuring our students are reaching their potential. We use the Assessment for Learning App which allows us to track pupil progress without using a specific level. The Assessment criteria are checked regularly to ensure it is fit for purpose.

#### **INTRA-SCHOOL SPORT**

Intra-school sport encompasses weekly, annual and yearly events such as the weekly bowling championships, Cricket competition, Sports Day and Swimming Gala

#### **INTER SCHOOL SPORTS**

We participate in other local competitions within the school partnership. Dates for these events are set on the school calendar. We regularly participate in the Youth games, Powerhouse games and the Thetford experience.

#### **SCHOOL SPORTS DAY / SWIMMING GALA**

School "sport days" consist of students participating in various sports and representing their tutor groups.

The students are encouraged to have fun and develop their skills in a competitive environment.

Castle school also has a yearly secondary / Upper Primary Swimming Gala. To ensure inclusivity we also host sensory open days for students who do not access this event.

#### **ACROSS THE CURRICULUM**

At Castle School teachers are encouraged to incorporate physical activity across their teaching and learning programme. Examples include:

- Using pulse rate and blood pressure instruments in understanding our working body.
- Using space, shape and area in Maths. Using work completed in PE to help with understanding tables and data in Maths.

#### **PHYSICAL ACTIVITY AND LEADERSHIP**

We have Sports Ambassadors and Young Leaders in School who work closely with the PE department. Young Leader training is provided for a cohort of pupils and students each year.

By participating in physical activity either through physical education, sport, or general play at break and lunch time students learn many leadership qualities (e.g. team work,

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cooperation and understanding). These opportunities are linked to the overall school programme for students and are offered during, e.g lunchtimes, school sport days, clubs, and tournaments.

**PROCEDURES FOR MONITORING AND EVALUATING THE PHYSICAL ACTIVITY POLICY:**

We will include many monitoring and evaluating systems that can be used to measure the effectiveness and impact of the Physical Activity Policy. We will liaise with all appropriate staff to seek feedback and where appropriate, will seek pupil/student feedback. The policy will be regularly reviewed (at least annually) and any necessary amendments implemented.

**Monitoring and review**

This policy will be reviewed and updated by the co-ordinator every year.

It will be monitored by the Deputy Head teacher and approved by the Governing body in 2019.