

PHYSICAL EDUCATION & DANCE POLICY

Physical Education develops the pupil's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical Education promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Physical Education, practised in a safe and supportive environment, can make a vital and unique contribution to a pupil's physical development and well-being.

Our aims in Physical Education are to:

- develop an appreciation of fair play, honest competition and good sportsmanship;
- develop an appreciation of the aesthetic qualities of movement.
- learn how to co-operate with each other and work successfully in pairs, groups and teams;
- develop physical and mental co-ordination, self control and confidence;
- develop self-confidence through the understanding of one's own capabilities and limitations;
- enable pupils to develop stamina and strength and explore physical skills with increasing control and co-ordination;
- encourage pupils to work and play with others in a range of group situations;
- develop the way pupils perform skills and apply rules and conventions for different activities;
- increase pupils ability to use what they have learnt to improve the quality and control of their performance;
- teach pupils to recognise and describe how their bodies feel during exercise;
- develop an understanding in pupils of how to succeed in a range of physical activities and how to evaluate their own success;
- motivate pupils so that they retain a lifelong interest in all aspects of Physical Education and recognise the importance of living and maintaining a healthy life style.

Teaching and Learning Style

We use a variety of teaching and learning styles in PE lessons. Our aim is to develop the pupils knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other pupils and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons we give the pupils the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty;
- grouping pupils by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. The proprietor who is also the headmaster of the school has decided that we should also follow the non-statutory guidelines for Key Stage 1 in relation to

swimming activities and water safety (pupils from year 1 to year 6 have swimming lessons every week throughout the whole year). In Key Stage 2 we teach dance, games (including hockey, football, tennis, basketball, netball and table tennis), gymnastics, athletics, and swimming and water safety.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE coordinator works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Each class teacher creates their own short-term plan for weekly PE lessons. The class teacher keeps these individual plans.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the pupils are increasingly challenged as they move up through the school.

The Early Years Foundation Stage (EYFS)

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupils learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning.

We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

A dance class with one of our specialist teachers, accompanied by a pianist and assisted by performing arts students, takes place once a week.

The EYFS covers PE topics through the specific learning area of Physical Development and the corresponding learning goals:

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Children know the importance for good health of physical exercise.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult the *“Statutory Framework for the Early Years Foundation Stage”* DFE 2012 and *“Development Matters in the Early Years Foundation Stage”* British Association for Early Childhood Education 2012

The Junior School

Magdalen Court offers a fun and stimulating programme of sport, games and gymnastics, ensuring that all pupils are offered opportunities for nurturing team spirit, imbibing the conventions of sportsmanship, and developing their physical fitness and motor skills. PE lessons encourage pupils to enjoy exercise and to understand it as a key component of a healthy lifestyle. Pupils benefit from the Senior School’s specialist teachers and facilities, which include a fully equipped gymnasium and playing fields.

During the Autumn Term in Key Stage 1 & 2, pupils have a weekly swimming lesson at the city baths and PE/Games lesson with their class teachers. In the Spring and Summer terms pupils attend the Alan Higgs sports centre for ball skills and team games etc taught by the centre’s coaches. While natural talent is fostered, staff are sensitive to the variations in ability among pupils. Every pupil learns to explore and control body movement within a wide range of physical activities, while developing both physical and social skills.

Sport, games and dance are an integral feature of the Junior School and all pupils have the opportunity to participate. Pupils learn sportsmanship, coordination and co-operation and develop special awareness skills including strength, endurance and speed, as well as their fitness and motor skills.

The Senior School

Most pupils coming to Pattisons take advantage of the vast range of dance activities and an individual timetable is designed for each pupil, based on their interest, experience and ability. They must take at least three “physical” classes a week but most do considerably more.

The PE Department has ambitious aims for its pupils. Through their study of PE and pursuit of sport, pupils not only develop their psychomotor skills, co-ordination, mobility, flexibility, strength and fitness, but also develop the capacity to sustain exercise and appreciate the importance of exercise in maintaining a healthy life. They also learn the concepts of fair play and sportsmanship and develop an appreciation of creative and aesthetic movement. Pupils follow a broadly based curriculum in Year 7-10. During the year, the activities promoted in these years include Athletics, Badminton, Basketball, Cricket, Dance (Girls), Fencing, Gymnastics, Netball, Rounders, Soccer, Swimming, Tennis, Trampolining and Sports Leader Award. The GCSE Physical Education course is an option open to all Year 10 pupils. The syllabus covers a number of topic areas, such as ‘developing skills, techniques and motivation’, ‘developing physical and mental capacity’, and ‘informed decision making using the principles of training’. Pupils are asked to officiate at games and matches, thereby improving their knowledge of the relevant skills and techniques, including knowledge of the muscles involved.

A Sports Club takes place twice a week at lunchtimes for those who are not dance enthusiasts. During the Spring and Summer Terms members of Sports Club take part in squash lessons and use the Gym facilities at nearby Coventry and North Warwickshire Cricket Club, for which a small fee is charged. There is also a running club once a week throughout the year.

Dance at Pattisons

From a young age pupils are encouraged to express themselves through dance and to develop the physical control and discipline required to dance. One class a week in all of the following is available to pupils as they progress at no extra cost: Ballet, Modern, Tap, Freestyle/Disco, Contemporary, Gymnastic Dance, Jazz, Musical Theatre and Zumba® (for pupils in Years 10 and 11). Street Dance, with a visiting specialist, is available at a small additional charge.

The younger pupils have their dance lessons during the school day; older pupils during the lunch time, after school or on a Saturday. They are given the opportunity to perform at school functions, charity events and productions, both professional and amateur, at theatres in the region.

Pupils are encouraged to take examinations in the Performing Arts set by the following organisations:

- The Royal Academy of Dancing
- The International Dance Teachers Association
- The Associated Board of the Royal School of Music
- The London College of Music
- The London Academy of Music and Dramatic Art

Contribution of PE to Teaching in Other Curriculum Areas

English

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done and to discuss how they might improve their performance.

Personal, Social, Health and Economic Education (PSHEE) and Citizenship

PE contributes to the teaching of PSHE and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other pupil's levels of ability, and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Teaching PE to Pupils with Special Educational Needs

At Magdalen Court we teach PE to all pupils, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs. The IEP may be provided with, as appropriate, specific targets relating to PE.

We enable pupils to have access to the full range of activities involved in learning PE. Where pupils are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Teachers assess pupils work in PE by making assessments as they observe them working during lessons. They record the progress made by pupils against the learning objectives for their lessons. These records also enable the teacher to make an assessment of progress for each pupil, as part of the pupil's reports (autumn and summer) to parents. The PE coordinator keeps photographic evidence of pupils work in the PE policy folder.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to pupils only under adult supervision. We expect the pupils to help set up and put away equipment as part of their work. By so doing, the pupils learn to handle equipment safely. The pupils use the local leisure centre (Waterfront Leisure Centre) in the autumn and spring terms and the Heath during the summer term for games and activities. The local swimming pool (Arches Leisure Centre) is used for weekly swimming lessons.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the pupils to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The headmaster expects the teachers to set a good example by wearing appropriate clothing when teaching PE (a navy polo shirt supplied by the school) and a navy or black track suit without large advertising slogans. The policy of the headmaster is that no jewellery is to be worn for any physical activity.

Monitoring and Review

The monitoring of the standards of pupils work and of the quality of teaching in PE is the responsibility of the PE coordinator. The work of the coordinator also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE coordinator gives the Headmaster an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Date: August 2016



Signed:

Principle