

# JC Preparatory School



## **PE Policy (2016)** **Written by Michelle Bichard**



## **Jersey College Prep Physical Education Policy**

By the end of year six it is envisaged that each student will have experienced a broad and balanced high quality Physical Education (PE) curriculum which is varied, challenging and interesting for all. Through PE we hope to develop every student's physical, psychological, emotional and social well-being to enable them to become successful and healthy lifelong learners.

### **Aims:**

The aim of PE at JC Prep is to:

- Provide opportunities for students to be inquirers through discovery learning and competitive challenges, and by providing opportunities for students to explore new activities both within curriculum time and in extra-curricular opportunities.
- Provide opportunities for all students to excel through providing a high quality PE programme which meets the needs and interests of every student, and which gives all students the opportunity to develop a wide range of skills, tactics, strategies and compositional ideas. Provide further opportunities for students to excel through differentiating learning; providing extra-curricular clubs; and identify students who are gifted and talented.
- Allow students to explore a number of key concepts and key processes through the range and content and curriculum opportunities offered, as set out in the National Curriculum for England.
- To encourage students to develop a sense of belonging through teamwork, by fostering enthusiasm, control, self-esteem and communication skills, as well as appreciating fairness and good sportsmanship through a nurturing learning environment.
- Enable the students to aspire to be the best that they can be by: providing challenging learning opportunities both in and out of school; being positive role models for the students; fostering their self-esteem and motivation.

### **Principles:**

- Through offering a broad and balanced high quality PE curriculum, extra-curricular clubs and promoting participation, enthusiasm and confidence, we hope to encourage our students to continue participating in physical activities once they leave school. Promoting healthy living and instilling an understanding of the benefits of a healthy body and mind, is at the heart of developing our students' physical competence and confidence. This will enable us to help develop confident individuals who are able to live safe, healthy and fulfilling lives.
- All students will be presented with the opportunity to experience success and enjoyment in PE, regardless of age, gender, race or ability, and it is imperative that all students are treated equally

in terms of opportunities within PE. Inclusion is an important part of the school's philosophy (see appendix 1) and therefore our PE policy.

- All students will have the opportunity to develop socially, as well as physically through PE. We aim to give all students the opportunity to work individually and as part of a group or team, in order to develop their confidence, communication, decision making and leadership skills. Due to its kinaesthetic nature, it is through PE that some pupils can find the success and confidence which may elude them elsewhere in the curriculum.

## **Systems and Procedures:**

### **Kit & Equipment (to be worn to school on PE days only):**

- Red & black tracksuit; red shorts; white t-shirt; white socks; long red games socks; trainers. Gum shields & shin pads for various activities are optional.
- Black swimming costume & house coloured swimming hat are essential for swimming. Goggles are optional. Year 5 & 6 girls also need old clothes for lifesaving activities.
- Hair is to be tied back at all times.
- No jewellery at all is to be worn during PE lessons (earrings that cannot be removed need to be covered with tape).

### **Sports Equipment & Resources:**

- Some KS1/KS2 equipment is stored in the downstairs cupboard nearest to the year 2 door.
- Most KS1/KS2 equipment is stored in the large cupboard in the hall.
- A temporary storage unit is located in the Key Stage 2 playground and contains all the equipment needed for that term (KS1 & KS2) that is to be used in the playground.

### **Development Officers:**

- We are frequently assisted, in school, by a number of the islands sports Development Officers. These people give up their time to come into school to teach skills in new and existing sports in both curriculum and extra-curricular contexts. These development officers not only provide new & existing experiences for the children, but also help the staff with their professional development. We are normally assisted by Cricket, Netball and Rugby development officers.

### **Health & Safety:**

- The safety of students is of paramount importance in PE. See appendix 2 for further details. The BAALPE PE publication 'Safe Practice in PE' is also available to all staff.

### **Assessment:**

- Lesson-by-lesson assessment is conducted through observation and questioning.
- Termly attainment for each child is to be recorded on an assessment spreadsheet.
- Termly assessment is communicated to parents through the writing of reports.

## **Roles & Responsibilities:**

The staff are engaging in the learning of students by:

- Keeping up-to-date with the latest changes within PE – attending courses, cluster meetings and departmental meetings.
- Keeping up-to-date with new initiatives/ideas in sport – continual professional development – attending coaching courses and working alongside sports development officers.
- Being enthusiastic.
- Providing opportunities for students to extend their learning in extra-curricular clubs.
- Entering competitions between schools (Athletics, Cricket, Cross Country, Football, Hockey, Netball and Tag Rugby) and being part of school sports leagues (Cricket, Football & Netball).

- Continual reviewing of the curriculum – adding/changing the activities in the curriculum to maintain interest and excitement.
- Attending weekly staff meetings.
- Assessing student progress.
- Accommodating for different learning styles in lessons to engage all.
- Differentiating learning through equipment, space and individual challenge.

The students are engaging in their learning by:

- Participating fully & effectively in lessons and extra-curricular clubs.
- Experiencing and participating in a range of different individual and team activities within the curriculum offered (see appendix 4).
- Having the opportunity to participate in a number of 'traditional' and 'non-traditional' activities within extra-curricular clubs (see appendix 5).
- Having the opportunity to observe and assess their own and other student's work.
- At times, taking responsibility for their own learning through: organising their own kit & equipment; creating & leading their own warm-ups; taking on different roles within PE e.g. referee/umpire/coach.

### **Relationship to Other Policies:**

1. Learning & teaching policy.
2. Behaviour policy.
3. Child protection policy.

# **Appendix 1 – Inclusion**

## **The Inclusion Spectrum (including STEP)**

This is an activity-centered approach to the inclusion of young people of all abilities in physical activity. Inclusion can be achieved by changing the way in which the activity is presented.

The Inclusion Spectrum provides physical activity/sport teachers, coaches and volunteers with different methods of supporting inclusion. By delivering activities differently we can balance different needs within the group and so helping to maximise the potential of all young people.

## **The Inclusion Spectrum framework:**

### **1. Everyone can play**

- Naturally inclusive activities based on what everyone can do with little or no modifications (e.g. warm ups and cool downs, where children can find the level of participation that suits them; and/or collecting or gathering games – for example, gathering up objects scattered around the playing area and arranging them into colour).

### **2. Change to include**

- Everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities; the STEP model (space, task, equipment and people) can be used to provide a structure for adapting and modifying the activities (see the STEP section for examples).

### **3. Ability groups**

- Participants are grouped according to ability – each group does a version of the same activity, but at a level which suits the individuals in each group e.g. creating two or more versions of the same activity (e.g. a standing version and a seated version of volleyball).

### **4. Alternative or separate activity**

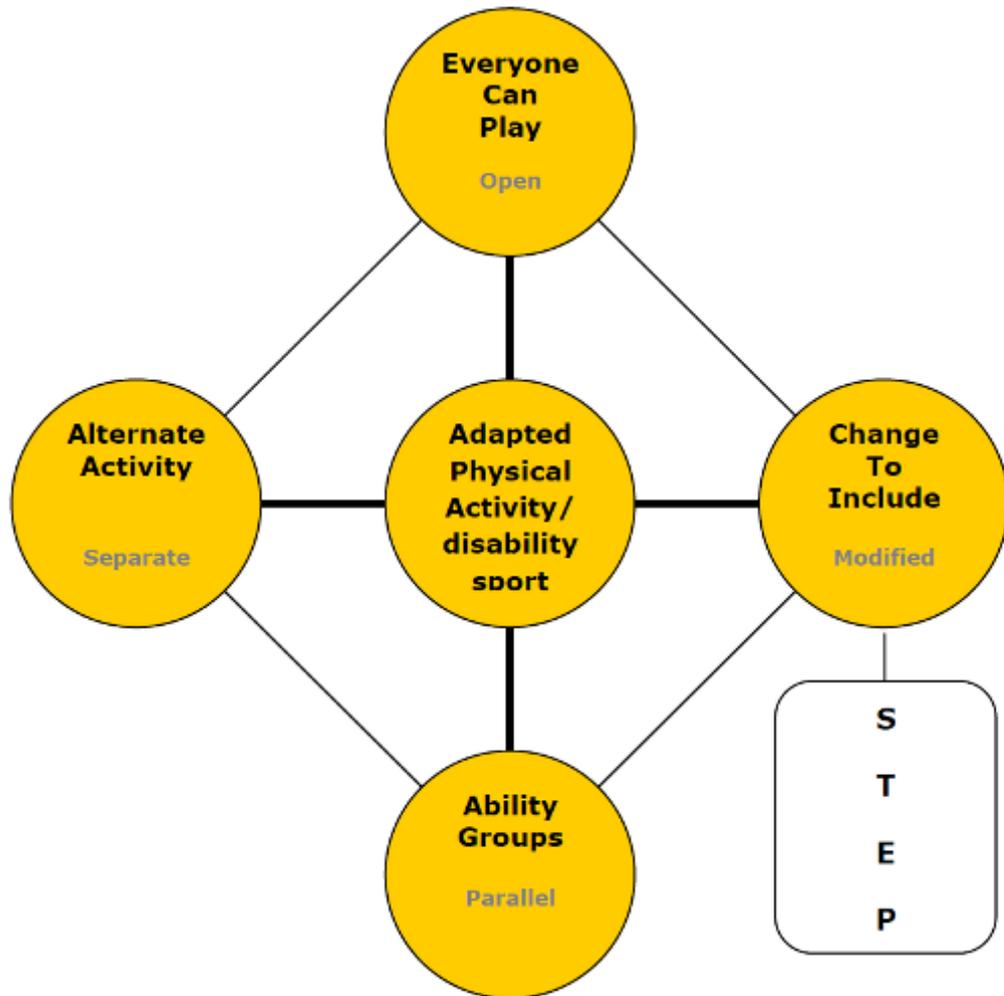
- Individuals work temporarily on specific skills leading to more successful inclusion in the whole group; sometimes, in order to include someone more effectively, they need to practise separately first. Note: this should not be most of the time.

### **5. Adapted physical activity and disability sport**

- Aspects of physical activity based on adapted physical activity or disability sport programmes can be included in all approaches this provides specific opportunities for disabled students and a new challenge for non-disabled students – ‘reverse integration’ e.g. children with disabilities teach their non-disabled peers a Paralympic sport activity, like boccia; or as a project, young people can learn the rules, improvise the equipment, and organise and run small competitions based on disability sport.

Note: when applying the Spectrum model to practical situations, there will always be some individuals who will require an individualised approach.

The Inclusion Spectrum framework



Pam Stevenson / Ken Black 2011

The Inclusion Spectrum model can be adapted to support competition, by providing a range of activities that correspond to the Spectrum categories; differentiation across any range of abilities, not only where young people with Special Educational Needs & Disability are involved; as a basis for inclusion in its widest sense; for example, cultural differences.

## The STEP model:

This can be used to support the Inclusion Spectrum approach. Changes in the way the activity is delivered can be made in one or more of the STEP areas (Space, Task, Equipment, People).

### Space

Examples:

- Increase or decrease the size of the playing area.
- Vary the distance to be covered in activities to suit different abilities.
- Using zoning e.g. where children are matched by ability and therefore have more opportunity to participate.

### Task

Examples:

- Ensure that everyone has equal opportunity to participate, e.g. in a ball game, all the players have the chance to carry/dribble, pass or shoot.
- Break down complex skills into smaller component parts if this helps players to develop skills more easily.
- Ensure there is adequate opportunity for players to practise skills or components individually or with a partner before including in a small-sided team game.

### Equipment

Examples:

- In ball games, increase or decrease the size of the ball to suit the ability of the children, or the kind of skill being practised.
- Provide options that enable people to send or receive a ball in different ways, e.g. using a chute or gutter to send, and a catching mitt to receive.
- The use of bell or rattle balls can assist the inclusion of some players.

### People

Examples:

- Match players of similar ability in small-sided or close marking activities.
- Balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others.

## MODIFIED ACTIVITIES

If an activity is modified then more players can be included and participate at a level appropriate to their ability.

Some of the Modification principles:

**EQUIPMENT**

**SPACE**

**RULES**

**SPEED**

**INTERACTION**

**POSITION**

Modified Activities are used when changes are made to the game or activity to promote inclusion.

### Modifying Activities

**Equipment** size: weight: texture: shape: colour: length of handle

**Space** level (height): adaptation of playing area eg more space gives more reaction time: length / height of barrier: distance travelled: use of zone playing area.

**Rules** Simplify game: rotate roles: allocate specific roles: change rule to aid inclusion: allow more lives for some pupils: flexibility: try different ways of playing.

**Speed** Vary speed (slower / faster) eg roll or bounce ball instead of throw: make ball still (use a tee)

**Interaction** Paring / grouping according to ability: vary team members

## PARALLEL ACTIVITIES

Parallel activities happen when everyone plays the same game, but “in their own way” e.g.

- Standing or seated
- In ability groupings
- Playing a specific role within a game, eg feeder, shooter.

Every skill or game can be placed in a ladder of continuum, which gives the coach a variety of ways of enabling people at different levels. The bowling and striking of a ball have many different access points.

BAT	BALL	ACTION
Baseball bat	Softball	Overarm (bounce)
Softball bat	Rounders Ball	Underarm (bounce)
Rounders Bat	Tennis Ball	Roll
Flat rounders bat	Airflow ball	Static (off a tee)
Kwik Cricket bat	Foam Ball	Static (on the ground)
Tennis racket	Wind ball	Overarm (fast)
Short Tennis racket	Pink volleyball	Underarm (fast)
Padda bat	Foam ball (large)	
Hand zone/glove bat	Beach Ball	
Hand or foot	Baseball	
	Ball with belt	

**A parallel approach** is an extension of modification and presents different activities at different levels. but with a common theme. For example there may be 3 invasion games happening in the area simultaneously:

## **Every child matters**

The Government's aim is for every child, whatever their background or circumstance, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This means that organisations involved with providing services to children, whether hospitals, schools, the police or voluntary groups will be teaming up in new ways, sharing information and working together.

By using this resource children can learn new ways to stay healthy and achieve sporting excellence, whatever their level of ability. Working through the activities will help young people to make a positive contribution to society and build towards a better tomorrow.

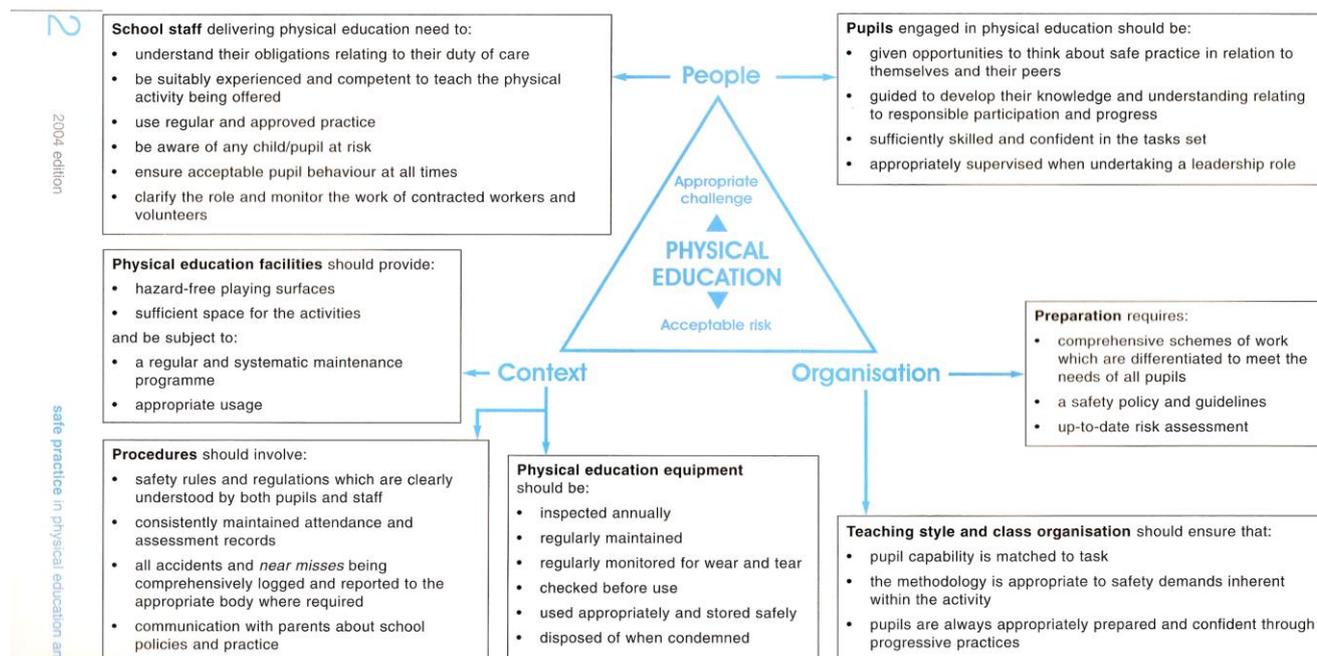
<http://www.everychildmatters.gov.uk/>

## **Gifted and Talented**

Playground to Podium Go to [www.youthsporttrust.org](http://www.youthsporttrust.org)

# Appendix 2 – Health & Safety Guideline for the Teaching of PE

Figure 1: Safe practice in physical education



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## 2.3 The risk assessment process

### Generic risk assessment

2.3.1 Table 1 below lists generic risk assessment principles which should be considered during activity- or site-specific risk assessments. These should be modified as necessary to the specific circumstances of each school to ensure that risk assessments meet the particular needs of the school.

**Table 1: Typical generic risk assessment principles**

PEOPLE	School staff	<ul style="list-style-type: none"> <li>• Qualifications/experience/confidence</li> <li>• Professional development needs</li> <li>• Knowledge of individuals and group</li> <li>• Observation and analysis skills</li> <li>• Teaching position in relation to pupils</li> <li>• Parents informed and involved as necessary</li> </ul>
	Volunteers and paid coaches	<ul style="list-style-type: none"> <li>• Qualifications/experience/confidence</li> <li>• Professional development needs</li> <li>• Aware of limits of role/responsibilities</li> <li>• Effective communication with school staff</li> <li>• Level and type of insurance cover</li> <li>• Disclosure certification</li> </ul>
	Pupils	<ul style="list-style-type: none"> <li>• Consistent and acceptable behaviour</li> <li>• Levels of responsibility known</li> <li>• Individual and group abilities</li> <li>• Medical conditions known</li> <li>• Awareness of routines and procedures</li> </ul>
CONTEXT	Facility	<ul style="list-style-type: none"> <li>• Hazard-free</li> <li>• Clean, non-slip floor/water clarity</li> <li>• Sufficient space for group size/activity</li> <li>• Shared use issues</li> <li>• Operating procedures known and applied</li> <li>• Fire regulations applied</li> <li>• Safety signs/notices in place</li> <li>• Access to facility</li> </ul>
	Equipment and clothing	<ul style="list-style-type: none"> <li>• Used for purpose for which designed</li> <li>• Suitable for activity</li> <li>• Handling/carrying/siting issues</li> <li>• Accessibility/storage</li> <li>• Safety/rescue equipment available</li> <li>• Annual/periodic inspection check</li> <li>• Checked before use</li> <li>• Careful consideration as to whether improvisation is wise</li> <li>• Routines for collection/retrieval/changing</li> <li>• Appropriate clothing</li> <li>• Personal effects</li> <li>• Adequate safety equipment/personal protection</li> </ul>
	Procedures and routines	<ul style="list-style-type: none"> <li>• Standard accident procedures (both on and off site)</li> <li>• First aid equipment/procedures/responsibilities</li> <li>• Carrying/moving/placing equipment</li> <li>• Safety policy applied</li> </ul>
	Transport	<ul style="list-style-type: none"> <li>• Roadworthiness</li> <li>• Safe embarkation</li> <li>• Seat belts used</li> <li>• Driver requirements/responsibilities</li> <li>• Passenger lists</li> <li>• Insurance and any other requirements for use of school staff's and volunteers' cars</li> </ul>

(continued)

## Appendix 4 – JC Prep PE Curriculum

### Key Stage 1

	AUTUMN 1 <sup>ST</sup> HALF	AUTUMN 2 <sup>ND</sup> HALF		SPRING 1 <sup>ST</sup> HALF	SPRING 2 <sup>ND</sup> HALF		SUMMER 1 <sup>ST</sup> HALF	SUMMER 2 <sup>ND</sup> HALF
<b>Reception</b>	Movement & Multi-Skills	Movement & Multi-Skills		Dance & Parachute Games	Dance & Generic Games Skills		Athletics & Generic Games Skills	Athletics & Sports Day Practice
<b>Year 1</b>	Gymnastics & Invasion Game Skills	Gymnastics & Invasion Game Skills		Dance & Multi-Skills	Health-Related Exercise & Multi-Skills		Athletics & Striking and Fielding Game Skills	Athletics/Sports Day Practice & Striking and Fielding Game Skills
<b>Year 2</b>	Gymnastics & Invasion Game Skills	Gymnastics & Invasion Game Skills		Dance & Net Game Skills	Health-Related Exercise & Net Game/Multi Skills		Athletics & Striking and Fielding Game Skills	Athletics/Sports Day Practice & Striking and Fielding Game Skills

# JC Prep PE Curriculum

## Key Stage 2

	AUTUMN 1 <sup>ST</sup> HALF	AUTUMN 2 <sup>ND</sup> HALF		SPRING 1 <sup>ST</sup> HALF	SPRING 2 <sup>ND</sup> HALF		SUMMER 1 <sup>ST</sup> HALF	SUMMER 2 <sup>ND</sup> HALF
<b>3B</b>	Gymnastics & Football	Gymnastics & Netball		Squash & Hockey	Tag Rugby & <u>Swimming</u>		Cricket & Athletics	Rounders & Athletics
<b>3W</b>	Gymnastics & Netball	Gymnastics & Football		Squash & <u>Swimming</u>	Tag Rugby & Hockey		Cricket & Athletics	Rounders & Athletics
<b>4DF</b>	Gymnastics & Netball	Gymnastics & <u>Swimming</u>		Squash & Hockey	Tag Rugby & <u>Football</u>		Cricket & Athletics	Rounders & Athletics
<b>4P</b>	Gymnastics & <u>Swimming</u>	Gymnastics & Netball		Squash & <u>Football</u>	Tag Rugby & Hockey		Cricket & Athletics	Rounders & Athletics
<b>5J</b>	Gymnastics & Netball	Gymnastics & Athletics		Squash & Hockey	Tag Rugby & <u>Swimming</u>		Cricket & Athletics	Rounders & Football
<b>5P</b>	Gymnastics & Athletics	Gymnastics & Netball		Squash & <u>Swimming</u>	Tag Rugby & Hockey		Cricket & Football	Rounders & Athletics
<b>6T</b>	Gymnastics & Netball	Football & <u>Swimming</u>		Squash & Hockey	Tag Rugby & Athletics		Cricket	Rounders & Athletics
<b>6A</b>	Gymnastics & <u>Swimming</u>	Football & Netball		Squash & Athletics	Tag Rugby & Hockey		Cricket	Rounders & Athletics

## **Appendix 5 – JC Prep Extra-Curricular Clubs**

### **Autumn Term**

Monday (12.30-1.00pm) – Year 5 Dance Club (at JC Prep).  
Monday (3.15pm - 4.15pm) – Year 6 Netball Team Training (at JC Prep).  
Monday (3.15pm - 4.15pm) – Year 5/6 Netball Club (at JC Prep).  
Wednesday (3.15pm – 4.15pm) – Year 5 & 6 Football Club (at Grainville).  
Wednesday (3.00pm - 4.15pm) – Vicky’s Fit Club (at JC Prep).  
Thursday (2.45pm-4.45pm) – Key Stage 1 Brazilian Soccer (at JC Prep).  
Friday (2.45pm-4.45pm) – Key Stage 1 Brazilian Soccer (at JC Prep).

### **Spring Term**

Monday (12.30-1.00pm) – Year 5 Dance Club (at JC Prep).  
Monday (3.15pm - 4.15pm) – Year 6 Netball Team Training (at JC Prep).  
Monday (3.15pm - 4.15pm) – Year 5/6 Netball Club (at JC Prep).  
Wednesday (3.15pm – 4.15pm) – Year 5 & 6 Football Club (at Grainville).  
Wednesday (3.00pm - 4.15pm) – Vicky’s Fit Club (at JC Prep).  
Thursday (2.45pm-4.45pm) – Key Stage 1 Brazilian Soccer (at JC Prep).  
Friday (2.45pm-4.45pm) – Key Stage 1 Brazilian Soccer (at JC Prep).

### **Summer Term**

Monday (3.30pm – 4.30pm) – Year 5 & 6 Athletics Club (at FB Fields).  
Tuesday (3.30pm - 5.00pm) – Year 5 & 6 Cricket Fixtures (at Grainville).  
Wednesday (3.15pm – 4.15pm) – Year 3 & 4 Cricket/Rounders Club (at JC Prep).  
Wednesday (3.00pm - 4.15pm) – Vicky’s Fit Club.  
Thursday (2.45pm - 4.15pm) – Key Stage 1 Brazilian Soccer.  
Friday (2.45pm-4.45pm) – Key Stage 1 Brazilian Soccer (at JC Prep).

# High quality PE & School Sport (DfES, 2005)

# 1

They are committed to PE and sport and make them a central

part of their lives – both in and out of school. They seldom miss PE lessons, remember their kit and get changed on time. They make sure they are available for sports events and take responsibility for not letting down others. They encourage other pupils to get involved and help adults to organise lessons and activities.

# 2

They know and understand what they are trying to achieve

and how to go about doing it. They know how to think for each area of activity and when and how to use composition, choreography, games strategy, athletic tactics and problem solving. They also know how they are judged in each area of activity.

# 3

They understand that PE and sport are an important part of a

healthy, active lifestyle. They know how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness, health and feelings about themselves. They can explain how the school helps them to maintain a healthy, active lifestyle.

# 4

They have the confidence to get involved in PE and sport.

They are willing to demonstrate what they can do, volunteer questions and answers, ask for help when they need it and talk positively about their achievements. They help others and are happy to take part in any capacity. They try new activities without worrying about failing.

# 5

They have the skills and control that they need to take part in

PE and sport. They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively.

**6** They willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group. They get involved in any activities in PE lessons and take part in different school sport activities. They are happy to work and perform on their own, as well as in groups and teams.

**7** They think about what they are doing and make appropriate decisions for themselves. They work without constant prompting and ask questions so that they can organise themselves and make progress. They come up with ideas and strategies to help them improve. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.

**8** They show a desire to improve and achieve in relation to their own abilities. They are determined to achieve the best possible results and spend extra time practising. They often compare their performance to their own in the past and to other people's and feel that they could do better still. They ask for advice on how to improve.

**9** They have the stamina, suppleness and strength to keep going. They concentrate well and maintain their energy and activity levels. They seldom miss PE because of illness or injury and are physically strong and flexible enough to take part in activities.

# 10

They enjoy PE, school and community sport. They are keen to take part and talk about what they are doing with enthusiasm. They show an interest in the PE/sport noticeboards and often watch or read about PE and sport. They are eager to get to PE lessons and smile a lot!