



**POLICY  
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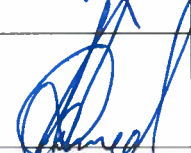
# Physical Education (PE) Policy

*For Ta'allum Schools*

*Reviewed 2016 - 2017*

## Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Sheldon Smith		Principal- AJA	19/1/17
Reviewed by	Maha Teema		Principal- AMAG	17/1/17
Reviewed by	Steven Middleton		Principal-AMAB	15/1/17
Reviewed by	Dr. Mohammad Saefan		Education Director	7.2.17
Approved by	Ahmed Al Mannai		CEO	

## Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
8	Assessment and recording	which are converted into grades	December 2016
9	Health and Safety	And footwear must always be worn for any physical activity unless told otherwise by the teacher.	December 2016
10	Extra-curricular activities	during break time and also	December 2016
11	Non Participation	last part of 1 <sup>st</sup> point added points 2 and 3	December 2016
12	Gifted and Talented Students	added all points	December 2016

## Table of Contents

Taállum Vision, Mission and Motto .....	4
1. Aims and Objectives.....	5
2. Teaching and Learning style .....	5
3. PE curriculum planning .....	6
4. Contribution of PE to teaching in other curriculum areas .....	7
5. Teaching PE to children with Special Needs .....	7
6. Assessment and recording .....	8
7. Resources .....	8
8. Health and Safety.....	9
9. Monitoring and review.....	10
10. Extra- curricular activities.....	10
11. Non Participation .....	10
12. Gifted and Talented Students.....	11

## Ta'allum Vision, Mission and Motto

### Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

### Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

### Motto

*"Creative learners today, our future leaders tomorrow"*

## 1. Aims and Objectives

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

**1.2** The aims of PE are:

- ✓ to enable children to develop and explore physical skills with increasing control and co-ordination;
- ✓ to encourage children to work and play with others in a range of group situations;
- ✓ to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- ✓ to show children how to improve the quality and control of their performance;
- ✓ to teach children to recognise and describe how their bodies feel during exercise;
- ✓ to develop the children's enjoyment of physical activity through creativity and imagination;
- ✓ to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;

## 2. Teaching and Learning style

**2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children,

and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

**2.2** In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. 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 80 m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources

### 3. PE curriculum planning

**3.1** PE is a foundation subject in the National Curriculum. We have adapted the national scheme of work to the circumstances of the schools. As required, we teach games, swimming, gymnastics and athletics at Key Stage 1. In Key Stage 2, we teach swimming, athletics, games and outdoor/ adventure.

**3.2** 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 subject leaders devise this plan in conjunction with teaching colleagues in each year group.

**3.3** The medium term plans 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.

**3.4** The PE department plans for each PE lesson. The PE lessons are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area,

there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## 4. Contribution of PE to teaching in other curriculum areas

### 4.1 English

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

### 4.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In football and basketball children/teachers make video recordings of their performance, and use them to develop their skills and actions. Secondary students compare each other's performance from recordings and use these to improve the quality of their work.

### 4.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### 4.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children 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 children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## 5. Teaching PE to children with Special Needs

**5.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that enable all pupils to make progress. We strive hard to meet the needs of those pupils with special educational needs.

**5.2** Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **6. Assessment and recording**

**6.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement based on the National Curriculum levels of attainment which are converted into grades. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

**6.2** The PE subject leader keeps video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

## **7. Resources**

**7.1** 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 shed, and this is accessible to children only under adult supervision. We expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field (AJA) and playgrounds for games and athletics activities, and the swimming pool for swimming lessons.



## 8. Health and Safety

**8.1** The general teaching requirement for health and safety applies to this subject. We encourage the children 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 governing body expects the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and footwear must always be worn for any physical activity unless told otherwise by the teacher.

### 8.2 Risk Assessment and Planning before lessons

PE/ Swimming staff are required to familiarize themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. Risk assessment are carried out in accordance with the school's Health and Safety policy.

Before a lesson starts, staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk, staff should:

1. Identify hazards
2. Identify cause and effect
3. Examine working methods
4. Investigate safety literature for advise
5. Remove hazards where possible

In case of emergency, staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency
2. Know the location of, and when and how to use, firefighting equipment

3. Know the location and identify of members of staff trained in First Aid.

## 9. Monitoring and review

9.1 The coordination and planning of the PE curriculum are the responsibility of the subject leaders, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- Gives the head teacher an annual summary report in which he evaluates the strengths and weaknesses in PE and indicates areas for further improvement.

## 10. Extra- curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures during break time and also against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## 11. Non Participation

- Students who did not bring the required uniform for PE/Swimming will not be allowed to participate. In this situation, those students will be given worksheets to complete throughout the lesson, writing about the objectives of the lesson and what activities the students and teachers are participating in. Non participating students will also be involved in setting up and clearing away equipment. Failure to bring a note from their parents regarding their student's non participation will result in sanctions. The 1<sup>st</sup> time resulting in a verbal warning, 2<sup>nd</sup> in a break time detention and 3<sup>rd</sup> or more in an afterschool detention with the PE/Swimming coordinator. Parents will also be informed of the situation.
- Students with medical conditions for PE/Swimming are to prepare a project of every game taught during the PE lesson so as to be aware of the curriculum being taught during the lesson. This will help in securing a grade for the report card.

- Students without proper PE/Swimming uniform and parents' note will not be allowed to participate and the applicable comment is entered on SIMS. In this situation, those students will be given worksheets to complete throughout the lesson, writing about the objectives of the lesson and what activities the students and teachers are participating in. They will also be involved in setting up and clearing away equipment. Failure to bring a note from their parents regarding the student's absence will result in sanction. If the student has three sanctions in one term the teacher will contact the parents and inform them about the situation and the effect of this on their overall average.

## 12. Gifted and Talented Students

Gifted and Talented is categorized as:

1. Gifted in PE
2. Talented in Sport

These individuals are identified by the staff, added to the G and T list and adequately supported to ensure they reach their full potential.

1. Students who are recognised as Gifted in PE should display exceptional:

- ✓ Leadership qualities
- ✓ Physical literacy
- ✓ Motivation to develop

- Teachers should ensure these students are used for demonstrations, leadership tasks inside and outside of lessons and mentoring responsibilities and are encouraged to attend extracurricular activities.

2. Students who are recognised as Talented in sports should already compete:

- ✓ Regionally/ nationally for a sports club
- ✓ Internationally for Qatar or their country of nationality

- The PE department should ensure there is an open dialogue with their parents and club to monitor progress, opportunities to represent the school in interschool competition and regular consultation.