

# Kingsbrook School

*'A unique service for unique young people'*

## PE Procedure

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**Priory Kingsbrook School**  
Southburgh,  
Thetford,  
IP25 7TJ  
United Kingdom

**Tel:** 01953 852303

**Email:** [kingsbrookschool@priorygroup.com](mailto:kingsbrookschool@priorygroup.com)

**31<sup>st</sup> August 2020**  
**Review: 30<sup>th</sup> August 2021**

## **Introduction**

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Students will learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

## **Aims and Objectives**

All students are entitled to a progressive and comprehensive Physical Education programme, which embraces the areas set out in the National Curriculum. Students will have the opportunity to participate in Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming.

Furthermore, aims and objectives also include:

- To develop an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules in games.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.
- Students will participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)

- Students will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetic)
- Students will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically from key stage 2 and beyond.

## **Assessment**

Key Stage 3 and 4 PE:

Assessment will follow attainment targets and level descriptors and will be summarised on the end of year reports for each child. Reporting in P.E will focus on how a child:

- acquires and develops skills;
- selects and applies skills, tactics and compositional ideas;
- evaluates and improves performance;
- understands fitness and health.

Half-termly lessons are assessed during and at the end of each unit of work. Formative assessment is carried out informally and notes of a child's progress where achievement exceeds or significantly falls below expectations are kept.

Suitable tasks for assessment include:

- observation of practical tasks;
- small group discussions related to a practical task;
- specific assignments for individual pupils;
- individual appraisal of their, or others', work and progress.
- Photographic booklet tracking progress and using self assessment evidence

## **Equal Opportunities**

All students should be provided with equal opportunities to participate in a curriculum in, which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences, which challenge students.

## **Health & Safety**

Safety should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the risk assessments for this subject.

All students are also given the opportunity to have a shower while PE takes place at a local facility/leisure centre. While PE is at the local sports park, residential students have the en-suite facilities in their rooms to use, and day students can remain in their PE kit to travel home in, rather than having to change. To facilitate the necessity of not having to change after PE, consideration is given as to where the lessons are placed on the timetable.

While students are changing or showering for PE, at least 2 members of staff are monitoring the changing rooms from within the communal corridor near the DT classroom at all times, and at the leisure Centre. The students are then assisted to the school vehicles to depart for PE, if PE is off site.

## **Differentiation**

As all students have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all students are appropriately challenged to achieve successful outcomes. Students' self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans. Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or friendship.

## **Competition**

There should be a balance between personal activity and self-improvement, and competition. This should include teams, groups, and competitions, which pupils make them up. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments, swimming galas, etc against other schools.