

PE at Fox Wood



Fox Wood School

Together we shine



FUNctional Skills

How can Physical Education support our pupils in day to day activities?

- ◆ Team work
- ◆ Cooperation
- ◆ Competition
- ◆ Physical wellbeing
- ◆ Water safety
- ◆ Getting undressed/dressed

Movement Opportunities Via Education (MOVE)

The MOVE programme at Fox Wood School meets the needs of those who are still developing the skills of sitting, standing, walking, or transferring to the best of their ability/potential.

MOVE helps to improve:

- ◆ The control of physical impairments.
- ◆ Bone density
- ◆ Muscle tone
- ◆ Severe dislocations
- ◆ Breathing, circulation, and digestion

MOVE enables children to lead more inclusive, healthy, happy meaningful lives.



Physical Education



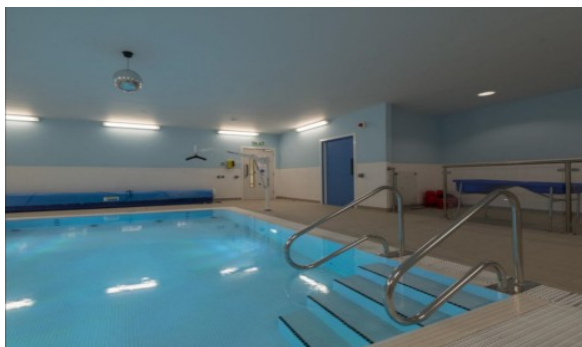
Fox Wood School



PE at Fox Wood

The intent of the Physical Education curriculum at Fox Wood School is to:

- promote a positive attitude towards an active and healthy lifestyle.
- deliver a broad, comprehensive curriculum, providing every pupil the opportunity to develop their physical competence and confidence.
- provide every pupil with high quality PE and physical provision.
- ensure pupils succeed and achieve their full potential.
- develop pupil's motor skills and enhance reflexes.
- improve hand-eye coordination, as well as good body movements, to support development of a healthy body posture.
- teach pupils the importance of physical health.
- engage in competitive sports and activities to promote leadership and representation of Fox Wood School.



Sequence of learning

At the whole school level, PE learning is sequenced by sport and skill (including, swimming lessons and water safety skills). This process allows us to map the broad sequence of learning onto long term plans for each class. By doing this, we ensure that we offer a broad and balanced curriculum with equal exposure to all areas of PE. It also supports us in mapping out the revisitation of topics to ensure that we maximise long term retention for our pupils.

Within each specific topic, the sequence of learning is supported by the EQUALS scheme of work for Physical Education. EQUALS is an evidence based scheme which is mapped against the National Curriculum, and has been designed specifically for pupils working below age related expectations. Furthermore, the purpose of EQUALS is to support pupils with profound and multiple learning difficulties, severe learning difficulties and moderate learning difficulties to fully engage with a meaningful Physical Education curriculum. The scheme breaks down learning into appropriate sequences for pupils working across all three of our curriculum tiers. Teachers use the sequence of learning alongside the pupils' progression data to plan an appropriate, and individualised, learning experience. By using the EQUALS scheme alongside our own assessment and progression data, we know that we provide an appropriately pitched and paced, evidence based learning sequence.

Implementation

The implementation of the PE curriculum is largely individualised, and is determined by the curriculum tier the pupil is working within, as well as and each pupils' physical ability. Within the pre-formal and complex ASD curriculums, pupils will experience Physical Education through a wide variety of specialised sensory and physical experiences. Pupils working within the semi-formal curriculum will experience a combination of physical experiences alongside taught and practiced PE skills and game concepts. Pupils working within the formal curriculum will experience a range of taught PE concepts and develop their knowledge of the team work, rules of different games and sports. Throughout all tiers of the curriculum, the learning is individualised and sequenced at appropriate steps for each learner. All pupils experience competition through competing against themselves, their peers, or during interschool competitions.

Impact—recent data review

The most recent data review indicates that the majority of class groups make good progress within Physical Education. Where the scheduled study of sports and skills coincides with the timing of assessment, this is all the more evident. The data review has also informed our pathway for continued improvement of PE provision. For example, having previously identified a limitation of the whole school assessment tool in which it shows little or no progress for pupils whose physical needs limit their mobility, we innovated assessment of these pupils. We now use an assessment tool that identifies the incremental steps that these pupils make towards the assessment criteria, allowing us to track the hard work they put in to making progress in line with their ability.

The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.

