

Fox Wood School PE Subject Policy

This policy document forms the basis for the delivery and development of Physical Education at Fox Wood School. It gives guidance on planning, teaching and assessment.

Intent Statement

At Fox Wood School we believe it is important to promote a positive attitude towards Physical Education and sport. We feel it to be an essential part of all pupils' emotional, creative and physical development regardless of their ability, gender, race, culture and other characteristics. Physical Education and sport should excite, motivate and stimulate through the delivery of high quality sporting activities and opportunities for the pupils.

Aims

Fox Wood School aims to:

- Provide a broad, balanced, challenging and enjoyable Physical Education curriculum for all pupils.
- Use the recommendations of National Curriculum as a foundation for our pupils learning with high regard for differentiation for each pupil.
- To ensure pupils are confident, safe and enjoy physical activity.
- To build pupils' self-confidence, self-esteem and self-expectation and help them become aware of their physical capabilities.
- To develop a range of physical skills, strength and stamina.
- To enable pupils to develop emotionally, learning to win, lose, obey rules and develop a sense of fair play and sportsmanship co-operatively with others.
- To promote knowledge, understanding and skills necessary for healthy living.
- To promote effective communication with outside agencies to support and develop the physical, communication and emotional needs of our pupils.

Implementation

Teaching and Learning

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles (from National Curriculum for PE).

Physical Education is to be taught discreetly at least once a week. Each term pupils are taught different skills and techniques following the National Curriculum which can be found within the curriculum map. Swimming is taught onsite in the Sensory Swimming pool, and at local swimming pools (Woolston Hub and Bewsey and Dallam Hub). Please refer to the EYFS curriculum document Development Matters in Early Years Foundation Stage.

We endeavour to follow the National Curriculum requirements in PE. However, due to the complex and changing needs of our pupils, it is carefully adapted to make it accessible and appropriate for everyone. Our pupils follow a rolling programme of physical, themed activities with clearly differentiated opportunities that are linked to their phase of learning. This enables pupils to revisit the same activities each year, gradually developing their knowledge, skills and understanding each time. Within Fox Wood School we have 4 curriculum pathways: Pre-formal PMLD, Pre-formal Complex ASD, Semi-formal and Formal.

Interventions

As well as discrete lessons of physical education, school provides a wide range of physical activities such as: twice daily Ready to Learn sessions, deep pressure, sensory processing, sensory processing walks, sensory processing gyms, Sensory Swimming, MOVE, swimming and Rebound Therapy. Coaches are hired to deliver and support specific physical activities throughout the school year, for example karate and table cricket.

Extra-curricular activities

Pupils within school also have access to educational visits to a local sensory centre, playground equipment in the local park, educational trips and sporting events throughout the year through the local Sport Partnership and links with other special schools.

Planning

Long Term Planning

Identifies the main strand and themes to be covered.
Offers an overview to the breath and balance across the curriculum.
Ensures continuity and progression.
Show links to planned educational visits etc.

Medium/Short Term Planning

Plans detail what will be taught each term and are constantly reviewed in line with pupil assessment.
They show a clear sequence of learning and progression through development of new skills as well as opportunities to apply existing skills in different activities/contexts.
Plans show differentiation within the group.

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher and staff observations is carried out and recorded on B Squared. Annual targets are set for individual pupils and these are reviewed termly on each pupil's target data sheet. Photographic evidence of pupil's work is kept as a record of their progress within a specialist app called Evidence for Learning (EFL). Moderation activities and assessment reviews are completed by the subject leader and shared with Senior Leaders.

The role of the Subject Leader

The PE Lead is responsible for co-ordinating PE throughout the school. This includes:

- Training staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget.
- Assessment of physical activities throughout the school required for the teaching of PE. This will be within the confines of the school budget.
- To monitor the policy in operation.
- To be responsible of all those staff involved in the teaching of PE.
- To regularly scrutinise pupil assessments using EFL.
- To analyse subject specific progress data in conjunction with Data Lead and suggest interventions if appropriate.
- To develop the Policy and programme of study in consultation with the headteacher/staff /governors and recommend CPD as appropriate.
- To review and revise subject action plans on an annual basis to contribute to the school improvement plan.
- To attend courses where relevant and keeping abreast of changes, which may affect the subject.

The role of the Class Teacher

- To develop physical, emotional and creative skills with pupils.
- To identify CPD needs in physical education and take advantage of training opportunities
- To plan effectively for PE, liaising with PE Lead when necessary.
- To complete on-going records for PE, liaising with PE Lead when necessary.
- To analyse progress data in conjunction with Data Lead and suggest interventions where appropriate.

- To inform parents of pupils' progress, achievements and attainment through EFL.
- To analyse progress data in conjunction with PE Lead and suggest interventions where appropriate.

Cross-curricular references

Outdoor Learning – Learning outside the classroom plays a very important part in pupil development at Fox Wood School. With regards PE, Outdoor Learning activities include visits within our local community, to local parks and for physical activities e.g. den building, map skills etc.

RE and SEMH – With regards to PE, RE and SEMH sessions can include visits into our local community to learn about other faiths through visits to different places of worship, e.g. Churches, Mosques, Temples. Yoga and meditation link to wellbeing and physical activity.

PSHE – PSHE links to PE regarding pupils' personal development including being able to get themselves dressed/undressed, personal hygiene needs after PE, promoting independence and gaining skills that they will use throughout school and into their adult lives. Working with peers and teamwork activities are used within PE as well as personal skills gained through winning, losing and taking part in PE lessons and competitions with local schools.

Other cross curricular links include Life Skills, Behaviour for Learning, Maths, Literacy, Humanities, Communication and Computing.

Health and Safety

The safety and wellbeing of our pupils during PE and sporting activities is paramount. It is always the responsibility of the class teacher to monitor the safety of the pupils during the PE lesson and ensure that:

- Pupils are taught how to use and handle equipment safely.
- Any health and safety issues regarding PE should be reported immediately to the Headteacher, Health and Safety manager and PE coordinator.
- Staff must not partake in any competitive/contact sports with the pupils. The staff role must be to teach/model technique, not to play competitively.
- Pupils must wear appropriate clothing and footwear when taking part in PE or sport sessions.
- Teachers/Support Staff should also wear suitable footwear and clothing, setting a good example for the pupils.
- [Safe Practice: in Physical Education, School Sport and Physical Activity](#) is the essential reference and developmental tool that offers up-to-date advice across PESSPA, to help teachers,

coaches and school governors protect their students and themselves from potential risks across both the curriculum and extracurricular activities.

- See school risk assessments for specific high-risk activities and more information.

Resources

All PE resources are stored in appropriate containers in the PE cupboard, Sensory Swimming area or Sports Hall.

Impact

The impact of Physical Education is captured through our assessment, recording and reporting schedule. Regular subject reviews are carried out by the subject leader and ensure that standards and outcomes in Physical Education are high. Annual action planning ensures that we are detailing how we evidence this impact through a range of strategies such as:

- Moderation/levelling of assessed work/retention of samples in a subject portfolio within Evidence for Learning.
- Monitoring throughout school.
- Monitoring and evaluation of planning
- Lesson observations, learning walks

Written by	Jane Hinkins
Review	01/09/2027