**P.E. Coordinator:** Gavin Attwood

**PE Policy**  
The role of Physical Education at Foxfield School is to promote the physical, social, mental, emotional and spiritual development of all students through a broad and balanced curriculum appropriate to their age, level of understanding and need. Foxfield strives to be a healthy school and PE plays an important role in this. PE is a practical based subject that enables all pupils to participate in enjoyable, exciting and challenging physical activities. These, in turn, generate good health, fitness and feelings of contentment. PE encourages positive thinking, positive actions, leadership, co-operation, tolerance and respect for others. In addition to this PE also develops students’ ability to manage the body in a variety of aesthetic, competitive and challenging situations. Physical Education nurtures technical, social and judgemental skills and re-enforces more general skills such as communication, reasoning, problem solving and citizenship. PE also has a cross curricular links that are supportive of literacy and numeracy and other areas of the curriculum.   
  
Foxfield has a gymnasium and a hall where most indoor PE lessons take place. Also there is a soft play room and sensory room which are used for some more specialist sensory learning. Out of doors we have a multi use games area (MUGA) where PE can take place along with an outdoor playing field which will be used during the summer term. We also have an adventure playground with fitness equipment and a traversing wall that is used for some PE lessons. Adjoining the gymnasium. Foxfield has two a swimming pools, a learner pool and a separate hydrotherapy pool. Most swimming lessons will take place in the main pool, although both pools can be used for lessons. More specialised sessions will take in the fully interactive hydrotherapy pool. There are some weekly sessions which take place in local community pools with more able swimmers in order that they may access deep water sessions according to their needs and ability. Other links and partnerships are established within the context of the wider community allowing and encouraging our students to develop their physical and leisure skills, thus promoting the continuation of active and healthy lifestyles into adulthood.   
  
  
**Aims of PE at Foxfield School**  
  
At Foxfield we aim to:

* Provide all pupils with a broad and balanced PE curriculum appropriate to their age, level of understanding and needs.
* Provide equal opportunity regardless of gender, race, culture and disability.
* Allow students the opportunity to develop their physical and leisure skills within the context of the wider community as far as possible.
* For high levels of participation in a broad range of PE and sport based extra curricular activities and clubs during lunchtimes and after school.

In particular, PE offers pupils with learning difficulties opportunities to:

* Develop their skills of coordination, control, manipulation and movement
* Enhance appropriate areas of health and fitness and contribute toward their physical development
* Develop their personal qualities of commitment, fairness and enthusiasm
* Develop their thinking, appreciation and evaluation skills
* Compete against themselves and others, and take part in challenging activities
* Develop their ability to express themselves and be creative
* Work individually and as part of a team
* Build their self confidence and self esteem

In response to these opportunities, pupils can make progress in PE by:

* Consolidating, securing, tuning and developing fluency in whatever movements and skills they acquire and develop
* Increasing the range of skills they acquire and develop
* Improving the control and manipulation of objects
* Improving appropriate areas of health and fitness
* Knowing the different purposes of different types of activity
* Planning, teaching and assessing the curriculum for pupils with learning difficulties – PE’ QCA 2001

**Assessment Recording and Reporting of PE**  
At Foxfield School the pupils’ learning in PE is assessed both formatively and summatively using a range of strategies throughout each academic year at various times. On entering Foxfield at Year 7 a baseline assessment is always made by an experienced specialist PE teacher to establish the P level each pupil is working at. Previous records from feeder schools are also considered when this baseline assessment is made.

Summative assessments take place twice a year and progress is recorded using the B-squared programme. This is used to obtain levels for pupils when writing PE reports. The outcomes of these assessments are used to help teachers to set appropriate PE targets for pupils when writing their Individual Education Plans (IEP’s) which are also carried out twice each year, at the beginning of the academic year and halfway through the year in February.   
  
The annual report will detail the progress that the pupil has made in PE since the last report and will comment on what the pupil has been doing in PE. Also a level for PE is written on the report, a level that the pupils is working within or towards completing fully.  
  
The summative assessment used is B Squared which is an assessment tool based on the performance criteria specifically for pupils who are working within the P levels 1-8 and up to National Curriculum Level 3. These assessments are carried out in February and July.

B squared assessment is:

* designed around the strands of PE (aquiring and developing skills, selecting and applying skills and tactics and compositional ideas, evaluating and improving performance and knowledge and understanding of fitness and health)
* carefully written to be of an appropriate pitch and challenge for pupils
* designed to match the physical, mental and emotional maturity of most pupils in an age group
* authentic contexts for performance, in which pupils can use and demonstrate what they have learnt

The use of self and peer assessment is widely encouraged in PE as this supports assessment for learning and helps pupils to make progress whilst actually involving them in the assessment process itself. The use of core task assessments also place great emphasis on assessment for learning in much the same way.   
  
In classes where there are pupils with more complex needs photographs are taken of pupils on task to provide evidence of learning and to help teachers to make more precise judgements in the assessment process.   
  
Each pupil also has a Progress File which includes a section on PE. Pupils’ work examples and photographs of evidence of work in PE are updated twice yearly in February and July.

**The PE Coordinator**  
  
The PE coordinator at Foxfield is responsible for :  
  
Coordination  
  
· The development and regular update of the whole school’s PE policy document  
  
· The development and regular update of the whole school’s PE curriculum document  
  
· Establishing collaboration between key stages and year groups to ensure continuity and progression of teaching and learning in PE  
  
· Ensuring that other teachers who deliver PE carry out effective planning, assessment, monitoring and recording of each pupils’ progress in various areas of the subject  
  
· Developing, running and facilitating a broad range of extra curricular learning opportunities across the school  
  
· Liaising very closely and working in close partnership with our School Sports Coordinator, Wirral LEA, clubs and coaches to promote high quality PE and sport and to maximise participation and opportunities for all pupils.  
  
Resources  
  
· Organising resources to support the PE policy and curriculum document and it’s priorities  
  
· Coordinating the purchasing and maintenance of equipment  
  
· Ensuring the staff of Foxfield have shared and easy access to PE resources and equipment  
  
· Ensuring the safety of equipment  
  
  
Staff development and support  
  
· Identifying what PE support is needed by individual staff  
  
· Assisting teachers to incorporate PE into their planning of quality lessons  
  
· Arranging in-service support  
  
Monitoring and review:  
  
· Monitoring and reviewing current practice in PE and provision across the school  
  
· Involving staff in the review and development of the policy and curriculum document  
  
External Liaison:  
  
· Keeping up-to-date on the use of relevant and appropriate PE and Sport initiatives, issues and resources  
  
· Liaising with School Sports Coordinator, LEA advisory staff and other agencies and outside clubs and coaches  
  
· Liaising with other schools, particularly those within our cluster of special schools and the mainstream schools who are both within and outside of our partnership   
  
**Equal Opportunities**  
We operate within the whole-school equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or sexist incidents.  
  
All pupils should have equal access to PE and sport in order to develop their physical and practical skills.   
  
Teachers’ medium term planning should detail a range of outcomes to accommodate the least and most able pupils.  
  
We check, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.   
  
Teachers are careful in their use of language. This is for several reasons. For example, to avoid reinforcing stereotypical views of society. Teachers are also careful with their language to ensure that pupils understand what is being taught. Therefore technical words must be explained and supported. In addition careful questioning is needed to help ‘scaffold’ pupils’ responses and support them in expressing higher order ideas.   
  
The PE department aims to encourage all pupils irrespective of their gender or ability/disability.  
  
**INSET**  
PE is delivered by various teachers across the school as well as the Head of PE at Foxfield. The PE co-ordinator will ensure that all teaching staff have understanding of the National Curriculum for PE and also we try to keep everyone up to date with current issues and initiatives in PE and Sport through twilight sessions and information exchange in staff meetings.   
  
In – service training needs are identified through the preparation and compilation of the whole school development plan, the PE coordinators development plan or through the staff appraisal process. It will aim to meet the needs of individuals and the staff as a whole.   
  
**Evaluation**  
The curriculum policy is reviewed annually to consider:

* The contents of the policy in the light of changes both within and outside school
* The identification of INSET needs
* The levels of achievement and progress of the pupils in PE across key stages
* The use and range of resources across the school