



**MUNTHAM HOUSE SCHOOL**

# PHYSICAL EDUCATION POLICY

## **Physical Education Policy**

### **Overview**

The benefits of physical activity for young people's physical and mental well-being are widely researched and recognised. Physical education at Muntham House School aims to provide a broad and balanced curriculum enabling pupils to challenge their personal best, foster their well-being, and develop their character—providing meaningful learning experiences throughout Key Stages 3 to 5. Creating opportunities for pupils to compete competitively, face challenging learning experiences, and learn the importance of a healthy, active lifestyle so that they are confidently prepared to take responsibility for their physical and mental well-being both now and into their adult lives.

### **Intent - Aims and Objectives**

By undertaking a concept spiral curriculum, Physical Education at Muntham House School incorporates traditional sports alongside alternative activities and aims to provide an inclusive and varied programme of study. All pupils have the opportunity to engage in relevant and meaningful learning through a plethora of activities that can then build a stronger connection with our subject. Thus, it better nurtures physical literacy and increases the chances of lifelong participation.

In Physical Education, we intend to:

- Engage pupils to lead a healthy and active life.
- Encourage engagement and progress in competition and activities with confidence.
- Develop engagement and performance in a broad range of physical activities.
- Encourage resilience to physical activity, sports, and wider life challenges.
- Develop engagement in physical activity for sustained periods.
- Promote enjoyment and fulfilment through movement.
- Promote, encourage and engage the curiosity of learning, creative thought, and questions.
- Provide a rich and varied Physical Education curriculum to stimulate and interest all pupils.
- Ensure teaching styles and methods in Physical Education vary to suit the type of learning and the pupils' differing learning styles and abilities.
- Provide appropriate and sufficient Physical Education resources for all pupils that will support effective learning and teaching.
- Develop a variety of other skills, including those of inquiry, problem-solving, ICT, Maths, Literacy, PSHE, and different means of presentation in a cross-curricular way.

### **Implementation – Curriculum and Content**

Physical Education is a foundation subject of the National Curriculum that is compulsory at all Key Stages.

The work covered at Key Stage 3 builds on the foundations that are set in Key Stage 1 and 2, and covers content in a conceptual spiral format, so that pupils are prepared and on a pathway that will allow them the best opportunity to succeed in fulfilling Physical

Education National Curriculum outcomes, Physical Education option accreditations (NCFE Sport and Sports Leaders), and wider National Curriculum outcomes such as spiritual, moral and cultural development.

The curriculum encapsulates '3 Pillars of Progression', Know (cognitive), Show (physical), and Grow (affective) to promote a rich high-quality learning experience for every child progressively from Key Stage 3-5. Pupils harness development in Physical Literacy, Personal Development, Character Development, Leadership, and an embedded understanding of the importance of physical activity for life, Motor Competence, Rules, strategies & tactics, and Healthy Participation.

	<b>Motor Competence</b>	<b>Rules, strategies &amp; tactics</b>	<b>Healthy Participation</b>
<b>'Know what' Know (declarative knowledge – cognitive domain)</b>	Know what safe and successful movement looks like in specific activities/sports.	Know the rules, conventions, regulations, strategies, and tactics for participating in specific activities/sports.	Know what health and fitness mean in context, including the factors affecting participation.
<b>'Know how' Show (procedural knowledge – physical domain)</b>	Know how to 'perform' safe and effective movement.	Know how to 'perform' the rules, conventions, strategies and tactics in an activity/sport.	Know how to confidently and competently 'participate' in a range of activities/sports.
<b>'Know why' Grow (conditional knowledge – affective domain)</b>	Know when and why certain movements are effective, why competence is important, and when skills can be transferred.	Know when and why we apply rules, conventions, tactics, and strategies in activities/sports and consider how concepts might support effective participation.	Know when and why we participate in physical activity, why motivation and confidence impact engagement, and when the concepts might apply/transfer beyond PE.

The conceptual spiral design of the curriculum supports pupils to develop an understanding of a large area of study through multiple interactions with explored and applied skills and concepts within each area. For example, pupils will explore and learn fundamental skills within an area of study across a range of activities during KS3 and progress to applying the tactics and strategies of these skills and concepts to develop their performance through KS4. Pupils will be better equipped to apply these skills and concepts more broadly in a wider range of activities. In addition, through the conceptual model, physical activity becomes the vehicle through which a concept is delivered or developed. For example, building confidence through invasion games. By simultaneously focusing on the curriculum and the success criteria of each lesson, we are doing much more than getting students active; we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport whilst improving the experiences within Physical Education for every child.

In addition to continued foundation subject study, in Key Stage 4, pupils at Muntham

can study for Physical Education accreditations. A hybrid course studied over years 10 and 11 comprised the NCFE Level 1 Certificate in Sport and Sport and the Level 1 Qualification in Sports Leadership. The content of lessons follows the specifications for each qualification, and pupils complete practical and theoretical evidence-based coursework across 7 units.

At Key Stage 5, pupils can continue Physical Education accreditations with varying pathways. Continued study for 1 year to achieve the NCFE Level 2 Certificate in Sport (Sport, Exercise, and Fitness), comprised of 4 units. Extended study of 2 years to achieve the NCFE Level 2 Diploma in Sport (Sport, Exercise, and Fitness), made up of 7 units. Additional supplementary study working towards the Level 2 Qualification in Community Sports Leadership, comprised of 4 units and achieved within 1 year. The content of lessons follows the specifications for each qualification, and pupils complete practical and theoretical evidence-based coursework about units of study.

Lessons all have clear learning objectives, which the pupils share with and understand. They are always aware of what they will learn through the activity and what skills the teacher is looking for in their learning.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class, and group work into lessons. Pupils are taught through practical activity, officiating, discussion and feedback, presentation, modelling, exploration, problem-solving, practice and consolidation, and regularly use IT to record and support their work. The teaching style and methods are varied according to the subject matter and the pupils being taught.

Pupils have frequent opportunities to develop. They are encouraged to take responsibility for their learning within their age and ability. This can include creating a gymnastics routine to lead peers in officiating and enforcing safety and rules.

We recognise that there are pupils of widely different abilities in all classes. We use various methods to ensure suitable learning opportunities for all pupils by matching the activity's challenge to the pupil's ability. We achieve this by:

- Setting common, open-ended tasks can have a variety of responses.
- Setting consecutive tasks of increasing difficulty, with children completing what they feel able to.
- Grouping pupils by ability and setting different tasks for each ability group.
- Providing resources that meet the needs of the group/individual.
- Using learning assistants to support the work of individual pupils or groups of pupils.
- Giving additional teacher input to some pupils when needed.

### **Implementation – Curriculum Map**

This is organised in three stages:

#### **Long-term Planning (Curriculum Map)**

This is based on the National Curriculum for Physical Education and an integrated conceptual curriculum. The curriculum maps for Physical Education can be found in the Physical Education and Outdoor Education folder in the curriculum area of SharePoint.

### **Medium- and Short-Term Planning**

This takes the long-term plan and organises the teaching of Physical Education into half-termly areas of study. The planning is more detailed, and each lesson's objectives, content, and assessment are more specific. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. All schemes of work are stored within a central Microsoft Teams space for all the departments to access.

### **Impact – Monitoring and Assessment**

The Physical Education curriculum is monitored on a regular basis by the Head of Physical Education and sport and the Physical Education teachers, they assess pupils' work, monitor practice and planning, and ensure parity of entitlement for all pupils across the school.

Pupils in KS3 have half-term assessments based on the areas of study they have been focusing on. These assessments vary in delivery but always have a practical thread, whether it be a pupil's personal performance or their ability to officiate, lead, or coach. The assessments are formative, and the next steps in learning are given to pupils. These assessments are used with all available evidence to make a judgment once a term against the pupil's KS4 target. Pupils are judged to be on, above, or below target.

In KS4 and 5, pupils are assessed against each course's NCFE and SLQ assessment objectives and criteria. Pupils are assessed at the end of each unit they study and given targets to improve. Once a term, the Physical Education teacher takes all available evidence to state if the pupil is on, above, or below their end-of-KS4 target or end-of-year predicted grade. Highlight any areas of underachievement and make early intervention possible.

An assessment plan is mapped out at the beginning of the academic year against each qualification and registered candidate. The lead Internal Moderator will moderate the assessed pupil work, feedback, and grades of the delivering teacher/tutor, highlighting any appropriate actions required.

After successful Internal Moderation, pupil work and moderation evidence will be sent to the awarding body (NCFE and SLQ) for External Quality Assurance. The Quality Assurance Officer will review and report on the assessed pupil work, feedback, and grades of the delivering teacher/tutor and moderation, highlighting any appropriate actions required.

When assessing pupils' work in Physical Education, various strategies, including questioning, discussion, modelling, and marking, are used to assess progress. The information is used to identify the pupils' needs and to inform planning.

### **Extracurricular – Promoting 60 Minutes of Activity**

The importance of moving more and sitting less in maintaining young people's physical and mental well-being has been highlighted throughout and in our progressions forward from COVID-19. Experts recommend that young people ideally accumulate

60 minutes of at least moderate-intensity daily activity.

Muntham House School will champion our young people to keep active in and out of the curriculum. Exciting opportunities will remain offered for pupils on an extracurricular basis, including extracurricular lunchtime and after-school activities, clubs and academies, inter-school competitions, and engagement trips.

**Monitoring the Effectiveness of the Policy**

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Head of English, the Head of Education, and the nominated Governor. Necessary recommendations for improvement will be made to the Governors.