

Caedmon College Whitby Policy - Physical Activity

College Governance Status

This policy was created in July 2009 and adopted by the Governing Body. It will be reviewed as required or every three years.

Review dates	By Whom	Approval date
September 2012	Staff and Governors	17.10.12
September 2015	Staff and Governors	21.09.15
September 2018	Staff and Governors	25.10.18

Signed by the Chair of Governors:



Person with overall responsibility for all aspects of physical activity: Mike Mastrolonardo, Director of Learning for Physical Education and Community Sport.

How the Physical Activity Policy was developed

This policy was developed and agreed in consultation with all staff, governors, parents/carers, students and various external bodies. It takes full account of the national curriculum and incorporates aims and objectives that the School Sport Partnerships have previously agreed. The College is ready to embrace the recommendations of the Chief Medical Officer (Department of Health) stating that regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because: its effects on mental health, physical activity can help increase students' capacity for learning; physical activity has substantial health benefits for children and adolescents, including favourable effects on endurance capacity, muscular strength, body weight, and blood pressure; positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life. Therefore this policy promotes practices within the College to reinforce our vision, and to remove or discourage practices that negate them. NGB investment will ensure a better transition from school sport and create a sporting habit for life through increasing participation overall. Key sports' National Governing Bodies will be involved to support whenever possible.

Students will be asked to help to develop and review the policy via questionnaires delivered in Physical Education lessons. The policy will be issued and discussed at College Student Leadership Team (SLT) meetings.

In order to involve staff, the policy will be e-mailed to all parties and placed on the agenda of the next governors' meeting. Parents will be made aware of the document through posting on the College Website.

College context and information on provision of physical activity within the whole College day

Caedmon College is a 'local' College serving an area that is, geographically, large but, socially, close-knit. It strives to provide the widest possible range of opportunities for its learners - both the young and the more mature. Students are taken in at the age of 11 and the majority remain and move into

Caedmon College Whitby Policy - Physical Activity

the Sixth Form. At any given time, there are approximately 770 full time students on roll; some of whom have Special Educational Needs which are catered for on an individual level, according to the specific need.

Key Stage 3 and 4 students take part in at least 1 hour and 40 minutes of high quality structured Physical Education activities a week. These activities are organised in both single sex and mixed groups.

Facilities include on-site playing fields (7 pitches), outdoor cricket nets, an astro turf, a gymnasium, a dance studio, a fitness suite, a (4 badminton court) sports hall and netball/tennis courts (5 netball courts). A range of extended services are on offer after the College day, both on and off the College site. These have included, Sports Leader opportunities and also various **activities delivered at breaktimes, lunchtimes and after College** by PE and other staff from the College. These include boys' football, girls' football; 5-side football leagues, rugby, netball, hockey, cross-country, badminton, basketball, athletics, cricket, tennis, softball, rounders, dance, handball, a volleyball club and fitness suite sessions. In addition to this the newly appointed outdoor learning manager will be providing access to a whole host of outdoor learning physical activity opportunities

There is a comprehensive **house sports' programme**, with all students representing their houses in a range of events in core PE time to engage the captive audience. This will culminate in a multi-sport, whole-College Sports Day which will involve students competing in two exciting activities of their choice. Staff expertise and a range of partners and NGBs will be involved. Students at the College have access to a comprehensive fixture list and PE and School Sport Calendar; they are able to **represent the College and possibly the district/ county/nation** in a wide range of sports in and out of curriculum time.

The Sports Leaders Award Level 1 is delivered in College. Sports Leaders from the College make a significant contribution to the School Sport Partnership programme of activities and tournaments.

An annual budget for Physical Education is set each year and external funding is sought wherever possible by the PE department and associated staff.

RATIONALE – Why the policy is important

Physical activity plays an important part in the overall education and well being of young people by helping them to lead full and active lives, through engaging in physical activity. A successful physical activity programme should help students to appreciate the importance of a healthy and fit body and begin to understand those factors that influence health and fitness, as well as develop their physical competence.

At Caedmon College we believe that physical activity, experienced in a safe, supportive and stimulating environment, is a vital and unique contributor to a student's physical and emotional health, development and well-being. Our programme provides opportunities for students to grow more confident in their ability to manage themselves and their bodies within a variety of movement situations. Through the selection of differentiated and logically developed tasks, we intend that all students, irrespective of their cultural, academic or physical differences, will experience success and be motivated to further develop their individual potential.

Within an enjoyable, balanced and progressive programme of activities, we want to promote self-esteem and respect for others and foster a spirit of co-operation. We will provide a balance between individual and team, co-operative and competitive activities encourage fair play and teach our students how to cope with success and deal with setbacks. We actively encourage our students to 'live' the Olympic and Paralympic Values e.g., through the weekly awarding of 'students of the month' in PE for a variety of reasons, man of the match awards and postcards and positive telephone calls to home from staff.

Caedmon College Whitby Policy - Physical Activity

This College actively supports physical activity throughout the College day, ensuring that the whole College community can access physical activity to promote the health and well-being of students, staff and parents/carers, eg, staff attending clubs such as fitness suite, volleyball and badminton.

Aims and objectives of the policy

Our aims are for the students to

- Develop and maintain mobility and flexibility, stamina and strength through active participation.
- Develop the ability to make independent, informed decisions on the selection, linking and sequencing of actions, and the organisation and use of resources.
- Develop the ability to remember, repeat and adapt practical skills and improve the quality of performance.
- Improve observational skills and the ability to describe and make constructive judgements on their own work and others' work.
- Promote positive attitudes towards hygiene, health and fitness.
- Understand the safety aspect of physical education by showing self-discipline and awareness of others in an active situation.
- Develop communication skills and promote those skills necessary for effective co-operation.

The Objectives of this policy are to

- Ensure all Key Stage 3 and 4 students are participating in at least 1 hour 40 minutes of curricular physical education in which a broad and balanced programme is provided.
- Provide quality physical activity opportunities both within and outside of curriculum time which:
- Consider the needs and interests of all students
- Promote positive attitudes towards participation in physical activity
- Enable students to develop a full range of basic movement skills
- Increase students knowledge and understanding of the importance of physical activity
- Increase student participation in physical activity both within and outside of curriculum time
- Where safe to do so, increase the number of students walking and cycling to College
- Encourage parents not to drop students off and pick them up at the start and end of the school day if they could feasibly walk instead.
- Utilise extended College activities
- Give parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and help them to understand the benefits of physical activity for themselves and their children
- Encourage all staff to undertake physical activity.

Identification of specific actions to be taken in order to meet the identified objectives

- **Ethos and environment** – In order to ensure the inclusion of all young people into safe and enjoyable physical activity staff use modified equipment, a variety of teaching styles, incorporate peer support and tutoring and enlist further TA support to help with particularly extreme educational needs in mainstream, foundation PE and extra-curricular activities.
- **Curriculum** – As part of their Physical Education curriculum students will undertake a broad and balanced physical education curriculum. Activities on offer include: football, netball, rugby, hockey, volleyball, aerobics, dance, traditional social dance, circuits, cross country, basketball, badminton, athletics, rounders, boxercise, ultimate Frisbee, team building activities, softball, cricket, tennis. Health and fitness requirements and cross-curricular links within these activity areas are detailed in the continually up-dated schemes of work. Each year, the department reviews the activity areas and offers new or modified versions where necessary. Changes to the core curriculum have seen the introduction of single fitness weeks at the start of each half term to remind students as to the importance of health related exercise. Baseline fitness testing and

Caedmon College Whitby Policy - Physical Activity

assessment of fundamental motor skills has also been introduced. Informal consultation with the students helps to invoke these changes and more recently formal questionnaires have prompted changes to the curriculum. The re-introduction of the House system in curriculum PE will ensure the involvement of all at intra school level and engage and enthuse the captive audience so that the house ethos will grow (see below).

- **Out of School Hours' Learning (OSHL)** – Lunch time and after school clubs offer both non-competitive and competitive activity opportunities and cater for all interested students. These competitive opportunities amongst the elite at an inter school, district and county level have always thrived and the re-launch of the house system this year within the core curriculum at the end of units of work will ensure **ALL** students will be physically active at an intra-school level. Extra-curricular activities are led by teachers and cover supervisors but the intention is for increasing numbers of Key Stage 4 students and sixth formers to take the lead more in the future. A sports equipment lending service operates on a lunch time to encourage activity. This is managed by sixth form MSAs.
- **Community links** – The College provides Young Leaders (Sports and Dance) for many different primary schools festivals and tournaments including: Football, Hockey, Netball, Multi-skills, Sports Hall Athletics, Tag Rugby and Mini Tennis.

Young Ambassadors currently represent the College by promoting Olympic ideals at various festivals and sporting events. Many students from the College represent local sports clubs at different age groups in a wide variety of sports.

- **Club Links** - A new development we are trialling at College will be the introduction of 'Junior Club Champions' where selected students will represent their **local community clubs**, promote them and advise on training times and contacts to encourage increased participation.
- **Leisure Centre Links** – These will continually be reinforced through both formally arranged taster sessions for target groups of students at the centre and through dissemination of information in leaflet and poster form of opportunities for activity at the Leisure Centre.
- **Active Travel (ie, cycling or walking)** – information on safe active school travel (ie, walking or cycling to College) is an area for development and may be built in to tutorial time. This might be used as a house competition.
- **Consultation** – The policy is distributed to all staff and governors and together with its publication on the College website will allow a broad consultation to take place.
- **Involving staff and parents/carers** – A parent audit of 'activity skills' (to also include staff) will hopefully create more activity opportunities for both staff and students alike.
- The current fitness suite has state of the art equipment. It is heavily used in the core curriculum and there are extra-curricular sessions after school each night, Monday –Friday.
- **Safety** – Health and Safety issues are addressed in all Schemes of Work and lesson plans. Risk assessments have been done for all activities (available on I-Drive).

INCLUSION

Equal Opportunities

At Caedmon College, we believe that all students irrespective of background, race, gender and capability are entitled to a comprehensive programme of physical activity which fulfils the statutory

Caedmon College Whitby Policy - Physical Activity

national curriculum requirements, takes into account their individual needs and interests and provides them with opportunities to pursue physical activity beyond College.

The Physical Activity opportunities offered within and outside of curriculum time provide all students with an equal opportunity to participate and achieve in different activities and ensure that all have access to a varied programme allowing them the opportunity to meet the national expectations as outlined in the PE national curriculum.

Differentiation and Special Needs

Providing assistance for any student experiencing difficulty may involve

- Prompting - highlighting visual, or strengthening auditory cues for students with sensory impairments; using clear demonstrations; questioning; giving examples.
- Modifying equipment - increasing ball size, lowering the height of gymnastic equipment; using textured balls; using a broad-faced striking implement instead of a thin stick.
- Modifying the task - reducing the levels of difficulty and complexity, reducing distance to be travelled; rolling a ball rather than throwing it; rolling sideways rather than forwards.
- Breaking down the task – analysing and introducing the component parts of an action or sequence of actions, and gradually building up to the whole.
- Practical support – guiding the arm through a batting action; supporting the hips in a shoulder stand; positioning the head; placing body parts relative to others.

Gifted children are set tasks that motivate and challenge them. They are introduced to more advanced skills, and have to apply those skills in situations, which may either constrain them or allow them comparative freedom. For example, a student with excellent hand-eye co-ordination who can strike a ball consistently with a bat may be restricted to striking the ball into a designated area of the court or pitch in order challenge and develop his/her accuracy. An able dancer could be given the opportunity to extend the set compositional task and incorporate elements he/she has selected. (See departmental Gifted & Talented Policy.)

Roles and Responsibilities

Governors

As part of their general responsibilities for the College, the Governors will play a key role in the development and review of the College physical activity policy. They will continue their involvement through regular evaluation.

Identified member of staff – Physical Activity Policy Co-ordinator: Mike Mastrolonardo

The identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, Local Authority and appropriate outside agencies. Specifically

- To advise the Principal and Governing Body on the future development of Physical Activity.
- To plan, write, implement and keep under review policy documents/guidelines that will incorporate National Curriculum requirements.
- To monitor the development of Physical Activity throughout College, with particular regard to continuity, achievement and progression.
- To observe and support in the classroom in the area of Physical Activity.
- To be available to liaise with/advise colleagues in the field of Physical Activity. For example: to work with Teacher Releases (School Sport Co-ordinators) and other local schools.
- To plan and lead workshops where appropriate to enable staff to tackle the teaching of Physical Activity with confidence.
- To control, evaluate and requisition equipment as required.

Caedmon College Whitby Policy - Physical Activity

- To promote interest and understanding in Physical Activity with all members of the College.
- To keep up to date with current developments in the field of Physical Activity in education through reading, courses, visits, etc.
- To liaise with two senior teachers who have very significant roles:
Mr S Graham (Personal Development and Outdoor Learning). Both members of staff have significant roles in promoting physical activity in our students and the community as a whole.

Parents

Parents are encouraged to support the provision of physical activity within the College's curricular and extra curricular programme and have access to this policy. Most parents/carers know why physical activity is good for them and others and are aware of the opportunities to learn about the benefits of physical activity. The College plays its part in ensuring that parents are kept up to date in developments regarding physical activity provision and offered opportunities to participate in training courses to support the College in planning and delivering a broad range of physical activities.

Students

All Key Stage 3 & 4 students have an entitlement to physical activity. They will be actively consulted about the physical activity provision within the College and their views will be central to developing the provision.

Staff

All staff both teaching and non-teaching will be made aware of the policy and how it relates to them. Any staff involved in physical activity should have opportunities for relevant training.

Adults Supporting Learning (ASLs)

The Physical Activity Policy co-ordinator has overall responsibility for quality assurance, recruitment, and training of any ASL. DBS checking of any ASL will be carried out by the College administrative team.

Monitoring and evaluating the policy

In order to ensure our objectives are being met the policy will be reviewed at least every three years by the Physical Education Department, and evidence to support meeting the aims and objectives of the policy will be considered each year, highlighting plans of action or training needs for particular areas of development - this may include allocation of staff to administer different sections of the policy.

- Advice and support on monitoring and evaluating the policy will also be taken from the Monitoring and Evaluation section of 'Physical Activity Booklet B' on the National Healthy Schools website: www.healthyschools.gov.uk
- Evidence will include appropriate record keeping for monitoring physical activity levels e.g. attendance at an extra-curricular clubs, gender of participants, Year groups etc. to inform policy development and provision.