

Enhanced Sports Programme Policy



Policy start date: April 2024

Policy review date: April 2025

Rationale

The High Performance Squad (HPS) at Newlyn School through heightened engagement in an enhanced sporting curriculum aim to:

- Close the gap for disadvantaged children providing access to enhanced sporting provision irrespective of the socio-economic means of the child.
- Offer opportunities for gifted sportspersons to achieve their personal best through expert coaching.
- Inspire the children to 'be the best they can be' and build their cultural capital in the world of sport, through aspirational coaching and mentoring.
- Children achieve their personal best and are not limited to statutory expectations but strive for personal greatness marked against their starting points.
- Develop mastery in PE through individualised progression under the 3 pillars shown below.



These categories can be defined as:

- motor competence - knowledge of the range of movements that become increasingly sport- and physical activity-specific
- rules, strategies and tactics - knowledge of the conventions of participation in different sports and physical activities
- healthy participation - knowledge of safe and effective participation

The eligibility criteria for enrolment into the HPS is:

- Children must meet an expected+ level of attainment in PE, achieving consistently well across multiple genres of sporting activities with refined foundational skills. The aims of the National Curriculum should be met and demonstrated consistently. (See Appendix 1.1)

The process:

- Children complete a HPS application form outlining successes and motivations to be included in the provision.
- Extended presentation task to convey their vision for what makes a good sportsperson
- Upon review on the following areas listed below, children must meet the expected standard in all areas:

- Have been involved in sporting successes and capabilities of children inside and/or outside of school.
- Be committed to attend regularly and engage positively in the programme.
- Show commitment to completing any 'lost learning' in the curriculum time due to the participation in HPS.
- Commitment to representing the school well with a focus on the effective adherence to the school behaviour policy and the attendance policy.

How will we monitor progress?

Children will be baselined in each sporting discipline at agreed points throughout the learning process. These sports will be broadly defined in categories such as: Individual sports, team games, water based and strength and conditioning. Additional areas of assessment will be behaviour and attitudes and mental wellbeing.

Using a personalised assessment tool, progress can be tracked and strengths highlighted as well as next step developments in each area. Assessments will be shared with parents and children alike, working closely in collaboration.

(See Appendix 1.2)

Mental Health and Wellbeing

As part of the HPS curriculum, tailored mental health and well being sessions are crafted and delivered to support positive interactions with the programme. Mentoring 1:1 or group based will be offered and tailored plans created to support ongoing development and progress for all children. An additional focus of nutrition will be an integral part of the programme, allowing children to understand the essential positive relationship of athletes with food (fuel) to support sporting excellence. Motivational speakers, expert coaches and professional athletes will also enrich the programme further.

Responsibilities

High Performance Squad successful applicants will undertake Playleader training to enable them to support younger children to play effectively in playground games. Playleaders lead and manage engagement in games during lunchtimes across the school promoting inclusivity and fairness. HPS embody the school virtues and model exemplary behaviours including the British Values.

Children are known to be playleaders as they have badges and play leader lanyards with whistles. It is the responsibility of the HPS to set up equipment, share the rules and manage the fair play for all children. Children use restorative discussions to positively support all children to be able to engage.

Appendix

1.1 National Curriculum aims

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

1.2 Research Review in PE (2022)

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

1.3 Assessment tools (examples)

Progression	Performance	Tactical and Compositional Concepts	Observation and Analysis	Fitness
↓	I can perform basic skills with some control and coordination in a small game/performance.	I can remember basic tactical/compositional ideas but do not use them when performing.	I can comment on my own and others' actions.	I can observe and copy basic exercise techniques. I can use basic fitness movements. I get tired very quickly.
	I can perform simple skills with some control and coordination with limited success in a game/performance.	I can understand basic tactical/compositional ideas but rarely use them when performing.	I can describe and comment on my own and others' actions.	I can observe and copy simple exercise techniques. I can use simple fitness movements. I get tired quickly.
	I can perform simple skills and sequences with control and coordination with some success in performances.	I can use basic tactical/compositional ideas with limited success.	I can give basic evaluations of my own and others performance with limited use of key terms/words.	I can use simple exercise techniques. I get tired easily. I can remember some fitness components.
	I can perform some intermediate skills and sequences with some control and some success in a game/performance.	I can use basic tactical/compositional ideas with some success.	I can give a basic evaluation of my own and others performance with use of key terms/words.	I can apply core exercise techniques. I sometimes get tired quickly. I can remember some fitness components and tests.
	I can perform intermediate skills and sequences with control and some success in a game/performance.	I can use basic tactical/compositional ideas with consistent success.	I can recognise strengths and weaknesses in my own and other work and identify some ways to improve performance.	I can apply intermediate exercise techniques. I sometimes get tired quickly. I can remember most fitness components and fitness tests.
	I can apply a range of skills and techniques with control with some degree of success in game/performance.	I can use tactical/compositional ideas in response to an opponent/stimulus with some success.	I can recognise multiple strengths and weaknesses in my own and other work and identify ways to improve performance.	I can apply intermediate exercise techniques. I rarely get tired quickly. I can remember most fitness components and their tests.
	I can apply a range of skills and techniques with control and fluency with some degree of success in a game/performance.	I can use tactical/compositional ideas in response to an opponent/stimulus with consistent success.	I can evaluate strengths and weaknesses in my own and others work and implement ways to improve performance.	I can apply intermediate exercise techniques. I can exercise for a reasonable period without fatigue. I can use most fitness components & fitness tests.
	I can apply some advanced skills and techniques with control and fluency with some degree of success in a game/performance.	I can use multiple tactical/compositional ideas in response to a changing opponent/stimulus.	I can evaluate strengths and weaknesses in my own and others' work and implement ways to significantly improve performance.	I can apply advanced exercise techniques. I can exercise for an extended period without fatigue. I can use all fitness components and fitness tests.
	I can apply a range of advanced skills and techniques correctly with control and fluency with some degree of success in a game/performance.	I can use multiple advanced tactical/compositional ideas in response to a changing opponent/stimulus.	I can justify the strengths and weaknesses in my own and others work and implement ways to significantly improve performance.	I can adapt advanced exercise techniques. I can exercise for an exceptionally long period without fatigue. I can use all fitness components, tests and data to improve training.
	I can consistently use a range of advanced skills, techniques and actions with precision and fluency in a game/performance.	I can create multiple tactical/compositional ideas in response to a changing opponent/stimulus.	I continuously create my own and others performance whilst implementing ways to significantly improve performance.	I can adapt multiple advanced exercise techniques. I can exercise for an exceptionally long time without fatigue. I can use all fitness components, tests and data to improve training.
	I can demonstrate an exceptional range of advanced skills, techniques and actions with precision and fluency and have a significantly impact in a game/performance.	I can create and perform an exceptional range of advanced skills to tactically respond to a changing stimulus/opponent.	I can routinely analyse my own and others' performance by continuously providing constructive ways to make significant improvements.	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me.

