

# The Active School

Developing  
a Physical  
Activity  
Policy and  
Development  
Plan Section



# Developing

## a Physical Activity Policy

## and Development Plan



### Developing a Physical Activity Policy

A Physical Activity Policy should provide a concise outline of the whole school's commitment to physical activity both within the curriculum and outside of lesson time. This is an important document to have in place for OFSTED inspections. Some schools will have an existing Physical Education Policy which is suitable or which can form a useful basis for a Physical Activity Policy. It is essential that this is a whole-school policy with backing and support throughout the school.

A policy should provide a succinct outline. Information should then be expanded in supporting documents such as a PE Handbook.

Figure 1 highlights examples of the main headings that could be included in a comprehensive Physical Activity Policy. Schools may wish to adjust this content and may prefer to have a more concise policy with a few key headings.

The following pages provide a brief outline of the details that could be included within each of the sections identified in Figure 3 along with some examples.

Figure 1

### The content of a Physical Activity Policy

- brief background information
- facilities available for physical activity
- aim(s)
- objectives
- school policies on specific issues  
e.g. equal opportunities, safety
- staffing levels and responsibilities
- curricular programme
- out-of-hours learning programme
- methodology  
e.g. learning objectives, teaching styles
- organisation
- training
- resource provision
- dissemination
- monitoring and evaluation procedures,  
with examples

## 1. Brief background information

Information could include:

- name of school
- social and ethnic mix
- pupil intake
- date of policy
- age range of pupils
- review date
- number of statemented pupils
- who was responsible for drafting the policy, and whom was consulted

## 2. Outline of facilities for physical activity

Including:

- list of any on-site facilities available for physical activity
- details of any off-site facilities which are used

## 3. Aim of Physical Activity Policy

This should include an overall ambition for physical activity promotion within the school – what is it that you are trying to achieve?

An example of an overall aim could be:

***to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity***

## 4. Objectives of Physical Activity Policy

The objectives should focus on the specific actions that are going to be taken to support and achieve the aim.

A range of examples is provided below – from these, schools should select those that they feel are the most appropriate for their school (adding other objectives where relevant). The stated objectives should be realistic. Aim for a good quality of physical activity provision but don't try to take on board too many different aspects.

- appointment of a Physical Education Co-ordinator with a clear job description outlining his or her responsibilities

- a curricular physical education programme which meets statutory National Curriculum requirements
- working towards at least two hours of curricular physical education in which a broad and balanced programme is provided
- provision of quality physical activity opportunities both within and outside of curriculum time which:
  - consider the needs and interests of all pupils
  - promote positive attitudes towards participation in physical activity
  - enable pupils to develop a full range of basic movement skills
  - increase pupils' knowledge and understanding of the importance of physical activity
- increased pupil participation in physical activity both within and outside of curriculum time
- provision of relevant inservice training opportunities for all those leading physical activity sessions (see 'useful information' section also in the 'downloadable resources' on BHF website (young people))
- provision of adequate resources and funding for physical education
- a commitment to ensuring safe and effective exercise procedures, including warm ups and cool downs
- enlisting the support of AOTTs in promoting activity (ideas can be found on page 60 of the printed sections of the Active School Pack for Primary Schools)
- provision of safe and stimulating areas in which children can play and be active (see *Active Playgrounds* booklet for ideas also in the 'downloadable resources' section on BHF website (young people))
- raising the profile of physical activity throughout the school and encouraging cross-curricular links
- making facilities and equipment available for pupils to use at lunchtimes and breaktimes and encouraging pupils to be active at these times (see *Active Playgrounds* booklet for ideas which can also be found in the 'downloadable resources' section on BHF website (young people))
- inviting appropriately qualified professionals to contribute to the provision of out-of-hours activities (see page 60 in the printed sections of the Active School Pack for Primary Schools for ideas)

- provision of opportunities for staff and parents to gain appropriate qualifications so that they can be involved in out-of-hours learning provision (see 'useful information' section for ideas which can also be found in 'downloadable resources' on BHF website (young people))
- providing pupils with the information and confidence they need to take advantage of physical activity opportunities in the local community and move from dependence on the teacher to independent action (see page 85 in the printed sections of the Active School Pack for Primary Schools for ideas)
- liaison with relevant professionals in the community to help develop physical activity pathways beyond school (see page 86 in the printed sections of the Active School Pack for Primary Schools for ideas)
- organisation of specific events (e.g. Activity Day) which promote and raise the profile of activity (see page 74 in the printed sections of the Active School Pack for primary Schools for ideas)
- encouraging more pupils and staff to walk or cycle to school (see *Promoting Walking to School* booklet for ideas which can also be found under 'downloadable resources' on BHF website (young people))
- provision of opportunities for older boys and girls to change separately
- a sensitive policy on P.E. kit which takes account of the needs of pupils – the Nike/Youth Sport Trust Girls in Sport Partnership (see table) found that relaxing the policy on kit (e.g. allowing pupils to wear tracksuit bottoms and plain baggy tops) can help to increase girls' participation
- encouraging staff, parents and governors to participate in activity (see page 95 in the printed sections of the Active School Pack for Primary Schools for ideas)
- monitoring pupils' level of involvement in physical activity inside and outside of school

*NB. The printed sections of the Active School Pack for Primary Schools can be obtained by telephoning Dataforce (01604 640016) and quoting reference number G70.*

## 5. School policies on specific issues

This should include an outline of the school's policies on five key areas:

### i. Statement on entitlement and equal opportunities

This should state the school's commitment to providing equal opportunities in the provision of physical activity and how this is achieved. In England, it is a statutory requirement to provide effective learning opportunities for all pupils (see English PE National Curriculum for further details).

For example:

All pupils in this school, including those with special needs, are ENTITLED to a comprehensive programme of physical activity which:

- fulfils the statutory National Curriculum requirements
- takes into account their individual needs and interests

#### **Nike/Youth Sport Trust Girls in Sport Partnership**

The aim of this partnership is to develop and eventually disseminate innovative ways of delivering physical education and sport to girls. Initial work has led to schools identifying some possible action that could help increase girls' participation:

- grouping pupils 'like with like'
- praising effort and personal achievement
- relaxing the policy on kit (e.g. allowing students to wear tracksuit bottoms and plain baggy tops)
- involving girls to a greater extent in the planning and delivery of lessons and/or after-school clubs
- decreasing the number of competitive clubs run after school and including some with a recreation ethos, where activities are more aesthetic (e.g. dance, aerobics, trampolining) rather than games-based

*For more information on the Nike/Youth Sport Trust Girls in Sport Partnership contact the Youth Sport Trust (01509 226600).*

- provides them with opportunities to pursue activity beyond school

One aspect to consider is how well the needs of **female students** are being met within the physical activity environment. Participation levels of girls and young women tend to be lower than for their male counterparts and it is thought that this is, in part, due to fewer opportunities. Concern about the participation levels of girls has led to initiatives such as the Nike/Youth Sport Trust Girls in Sport Partnership. The latter could be a useful source of information and support for schools wishing to ensure equal opportunities for female pupils (see previous page).

The Physical Activity opportunities offered both within and outside of curriculum time:

- provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in different activities
- ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE National Curriculum

## ii. Differentiation

This should outline how physical activity provision caters for the needs of children of all abilities from the physically gifted to the physically challenged. The programme of physical activity offered should take account of differences in stage of development; previous movement experiences; body size; age; and fitness and skill levels.

For example:

Physical activity provision within this school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- pupils at different starting points all make progress

The achievements of all pupils are maximised by providing variations in:

- **tasks** (e.g. providing a range of tasks with differing degrees of difficulty)
- **resources** (e.g. using a variety of equipment to make tasks more/less challenging)

- **response** (e.g. allowing pupils to work at different paces)
- **support** (e.g. providing additional support)
- **group structure** (e.g. permitting small group work; selecting mixed ability or setting, as appropriate)

Examples of how the above principles can be used to cater for those of low and high ability include:

### Low achievers

- using differentiated target setting and awards structure
- allowing pupils extra time to complete a task
- setting activities/tasks from earlier units of work
- using appropriate language/terminology and praise as appropriate
- using appropriate demonstrations
- using classroom assistants to help
- grouping children into ability groups for some tasks/activities
- using short-term, achievable targets to help pupils reach their potential
- focusing on personal improvements and recognising participation, improvement and effort
- making activities enjoyable and interesting
- offering a wide range of experiences and opportunities
- using more-able pupils to assist in paired work, taking on a coaching role

### High achievers

- using differentiated target setting
- providing appropriate challenges which stretch pupils e.g. using more-challenging equipment
- providing extension work for activities such as that found on the TOPs cards
- encouraging participation in out-of-hours clubs
- using AOTTs to provide additional coaching

- encouraging pupils to work at a faster pace and to move onto more advanced skills
- involving pupils in helping and supporting less-able peers
- using award schemes which focus on performance and attainment of skills
- providing competitive opportunities (inter and intra school)
- encouraging participation in local sporting events e.g. Area Youth Games
- directing pupils to local clubs/outside agencies

### iii. Inclusion of those with specific disabilities and/or health conditions

This should outline the policy on helping pupils with specific disabilities and/or health conditions to ensure that they can take a full and active part in all the physical activity opportunities offered both within school and outside of school. In England, it is a statutory requirement to provide effective learning opportunities for all pupils (see English PE National Curriculum for further details).

Examples of approaches that could be adopted include:

- **modification** of activities where necessary e.g. changing rules/playing area/equipment to enable pupils with special needs to be included (see pages 43 and 44 in the printed sections of the Active School Pack for Primary Schools for examples of modifying activities)
- **parallel** activities – all pupils take part in the same activity but in different ways e.g. pupils in ability-matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated
- **included** activities – all pupils play adapted games specifically designed for young disabled people or those with special needs – The Youth Sport Trust’s SportSability package for children with special needs provides many games ideas that integrate disabled and non-disabled young people in unique sports and physical challenges (see table)
- **separate** activities – for activities where it is difficult for a pupil with special needs to take part, an alternative activity is offered which they could either take part in on their own or with peers who also have difficulties

### SportSability

SportSability is an inclusive games programme which brings sport to life for ALL young people! The SportSability pack includes 18 full-colour resource cards (16 sides), a handbook and an extensive pack of equipment. Associated training enables teachers and support staff to integrate SportSability into their physical activity programmes.

The SportSability programme has been developed as a result of a partnership between the Youth Sport Trust, the Camelot Foundation, British Blind Sport, The British Boccia Federation and Nottingham Trent University. The SportSability equipment has been specially created for the programme by Davies the Sports People of Nottingham.

The main aim of the games is to provide meaningful sporting opportunities for young people, particularly those with high support needs who may have been excluded from games programmes. Some of the games included in the SportSability bag enjoy Paralympic status and are played by elite participants.

All the games in SportSability provide excellent opportunities for inclusion, integrating disabled and non-disabled young people in unique sports challenges and include:

<b>Boccia</b>	a bowls-type game, played at the Paralympics, and suitable for players of any ability
<b>Polybat</b>	table-top bat and ball game aimed at young people with higher support needs
<b>Table Cricket</b>	all the possibilities of cricket on a table-top – aimed at young people with physical impairment for whom ambulant cricket may not be an option
<b>Table Hockey</b>	suitable for young people who have physical or visual impairments, or learning disabilities
<b>Goalball</b>	active court game for visually impaired or sighted players

*For further details on SportSability contact the Youth Sport Trust (01509 226600).*



A statement should also be included on the procedures for ensuring that pupils take appropriate medication prior to, or following, physical activity where necessary.

*(the above information on differentiation and inclusion of those with specific disabilities and/or health conditions is adapted from that provided in the draft guidance material on Health-related exercise (HRE) in the National Curriculum written by Jo Harris – contact Human Kinetics, tel: 0113 255 5665 or [www.humankinetics.com](http://www.humankinetics.com) for details of final publication)*

### **English Federation of Disability Sport (EFDS)**

The EFDS is the principle agency responsible for the co-ordinated development of sport for disabled people in England. The Federation provides a 'first stop shop' on disability sport issues. Its principle aims are to:

- increase the effectiveness of current structures in disability sport
- promote the inclusion of disabled people within the mainstream sports programmes of National Governing Bodies of Sport, Local Authorities and other sports providers
- access Lottery Revenue programmes and Sport England programmes
- raise the profile of sport for disabled people in England
- create networks and improve communications

The EFDS also provide a training course on 'including disabled pupils in physical education'.

For further details on the work of the EFDS, contact the national office (0161 247 5294) or check their website at: [www.efds.net](http://www.efds.net)

#### **iv. Assessment/recording/reporting**

This should specify how pupils' progress and achievements will be assessed, recorded and reported and how frequently this will be carried out. Assessment should be identified in short- and medium-term plans which ensure progression between year groups. Teachers should check whether their LEA has assessment policy guidelines.

Examples of methods of monitoring pupil improvement include:

- include assessment criteria in lesson plans

- teacher observation of pupil performance in lessons – looking at both effort and achievement and cross referencing the level of achievement to QCA outcomes
- pupil responses to specific tasks/questions – looking at pupils' responses to the core tasks in the QCA schemes of work could help to judge the level at which pupils are working
- question pupils – to find out what they did/did not enjoy
- record pupils' physical activity achievements in their Records of Achievement and/or on individual PE record cards
- use assessment sheets to link pupils achievements to National Curriculum level descriptors and/or QCA expectations
- involve pupils in keeping a physical activity diary
- highlight physical activity successes on a special physical activity achievements board: this could include photographic evidence
- record pupil involvement in and achievement of national governing body awards or develop specific school schemes to enable pupils to be involved in self-assessment
- involve pupils in the assessment of themselves and others
- pupil involvement in out-of-hours learning activities and other physical activity opportunities
- pupil records of participation in physical activity (e.g. via a physical activity diary)

#### **Child-friendly assessment – case study**

One first school involved in the QCA PE and School Sport Investigation uses child-speak criteria to aid formative assessment. This has been written in the form of 'I can' statements. Teachers and children therefore have a clearer understanding of what progression looks like from an early games player to a more advanced one in seven areas: rules and context, skills application, tactical appreciation, safety, attitudes, vocabulary, fitness and health.

Methods of reporting pupils' progress and attainment to various groups include:

#### To pupils

- highlighting objectives at the start of lessons and reinforcing these throughout, then providing feedback on how well these have been achieved at the end of the lesson
- setting pupils individual targets, for example using national levels, and telling them how well they have met these
- giving children verbal feedback so that they know how they are progressing
- providing pupils with record sheets on which they can record their progress
- awarding certificates/badges for achievement in different activities, focusing on effort, skill, participation and support
- awarding certificates for attendance at out-of-hours activities
- highlighting pupils' successes via assemblies, or on a special noticeboard
- achieving NGB awards

#### To other teachers

- providing verbal feedback, either informally or through regular meetings between the PE co-ordinator and other staff and at whole staff meetings
- written progress updates in the form of tick lists with additional comments
- pupil reports and assessment sheets completed and handed onto next teacher when pupil changes class
- including a discussion on PE attainment when having the end-of-year meeting with the next teacher
- through highlighting PE successes in special assemblies and/or on a special noticeboard

#### Parents

- including a PE section on the end-of-year school report and Records of Achievement which include references to achievements, progression and areas of development and are linked to QCA targets, where possible
- through parents evenings
- chatting to parents at sport fixtures/physical activity events
- including information on physical activity achievements and progress in the governors' report to parents
- providing photographs of children involved in physical activity and school teams on a special noticeboard
- inviting parents to a special assembly in which pupils are awarded certificates for their physical activity achievements
- inviting parents to sports days, festivals etc. where they can see their children taking part in physical activity

#### Other agencies

- providing regular/annual report(s) to the governors
- arranging transfer meetings with other schools and providing relevant documents
- informing colleagues of successes and progress through cluster group meetings
- introducing pupils to local clubs through competitive events
- informing the local press of physical activity and sporting successes

PEA UK has produced **guidance for teachers on the assessment, recording and reporting of PE at Key Stages 1 to 4** comprising a booklet and assessment sheets (for further information contact PEA UK on 0118 931 6240 or email them: [enquiries@pea.uk.com](mailto:enquiries@pea.uk.com)).



## v. Safety

This should outline the steps taken to ensure the safety of pupils participating in physical activity (see page 20 in the printed section of the Active School Pack for Primary Schools for further examples).

As part of this it is essential to ensure that:

- a systematic approach to risk assessment is adopted by the PE co-ordinator and findings recorded and shared with others
- pupils understand all procedures and information regarding the minimising of risks associated with PE
- regular assessments are carried out of risks associated with general procedures (e.g. for changing), facilities, activities, equipment and exercise practice
- staff teaching PE receive appropriate training and quality information in order to make high-quality and justifiable decisions which will minimise risk in PE

A safety policy should specify steps taken to ensure staff teaching PE take necessary precautions to minimise risk. For example: the PE co-ordinator should:

- have a working knowledge and understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care
- have a secure knowledge and understanding of the concepts, skills and safety implications/procedures associated with the activities they are teaching
- be familiar with the Health and Safety policy document of the school and of their department/faculty and all safety procedures arising from these documents
- have a risk-assessment framework and receive appropriate training and quality information in order to make high-quality decisions which will minimise risk in Physical Education
- carry out regular assessments of risk in terms of general procedures, facilities, activities and exercise practice
- be completely familiar with the BAALPE document 'Safe Practice in PE'

- arrange equipment checks for all fixed and large portable equipment (at least annually) by a professional equipment engineer
- be knowledgeable concerning particular conditions (e.g. asthma, diabetes, being overweight) and know how to plan and/or adapt exercises/activities to minimise risk for young people with these conditions
- be able to assess the safety of specific exercises/activities in terms of issues associated with alignment, impact and momentum
- understand how the growth spurt can affect young people's response to exercise and know how to plan and/or adapt activities to minimise risk in this respect

In addition, all staff teaching PE should ensure:

- basic rules regarding clothing, footwear, jewellery etc. within the physical activity setting are highlighted and adhered to – a summary of these could be provided
- basic rules regarding behaviour within the physical activity setting are established and adhered to (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so) – a summary of these could be provided
- a record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma) – for pupils with conditions such as asthma the recommended treatment for each pupil in the event of a problem should be clearly written down. A policy on asthma inhalers should also be established
- they are either first aid trained themselves or know who the qualified first aiders are (an **Emergency First Aid for Sport** course is available within the **Coaching for Teachers Programme** (contact your Local Education Authority for details or Sports Coach UK on 0113 274 4802)
- safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, e.g. including warm ups and cool downs
- pupils are introduced to emergency life-support skills

See 'useful information' section which can also be found in 'downloadable resources' on BHF website (young people) for examples of some resources/ documents on safe practice.

## 6. Staffing levels and responsibilities

This could:

- identify the PE co-ordinator and/or Primary Link Teacher and outline his or her responsibilities
- highlight any other member(s) of staff with a responsibility for a specific aspect of activity provision, providing a brief statement regarding their role(s) (areas of responsibility could include out-of-hours learning activities, liaison with outside agencies and AOTTs, development of links with secondary schools)
- identify AOTTs involved in physical activity provision and outline their contribution

## 7. Curricular physical education programme

This should:

- identify the time allocation to physical education
- provide an outline of the content of curricular provision for each Key Stage – specifying the length of each lesson and showing how many lessons there are each term for each activity area
- indicate how schemes of work outline a planned approach to health-related activity to ensure that National Curriculum requirements are met
- identify cross-curricular links, skills and themes

The physical education National Curricula provide the statutory requirements for each Key Stage and these provide the framework for curricular content. The programme offered should be broad and balanced.

The DfES and QCA have produced **exemplar schemes of work** which will be helpful for schools in planning their curricular provision (these can be downloaded at [www.standards.dfes.gov.uk/schemes2](http://www.standards.dfes.gov.uk/schemes2)).

## 8. Out-of-hours learning programme

This should provide an outline of:

- when out-of-hours learning activities are offered (e.g. before school, breaktimes, lunchtimes, and/or after school)
- approximately how many different opportunities are provided each term
- to which year groups the activities are offered
- whether sessions are for boys only, girls only or mixed
- whether the focus is on teams and taking part in fixtures or is participation-based with all pupils encouraged to attend
- who leads out-of-hours learning activities (e.g. teaching staff and/or AOTTs)

Out-of-hours learning content should be varied (including competitive and non-competitive and team- and individual-based clubs) and appropriate for all pupils (see page 53 in the printed sections of the Active School Pack for Primary Schools for ideas, available from Dataforce 01604 640016 ref.G70).

## 9. Methodology

This should outline:

- learning objectives
- specific teaching/learning styles that are adopted in the school for the teaching of physical activity in order to promote positive attitudes and increased participation

For example, practice in an Active School should reflect the following principles:

- DIFFERENTIATION – with differentiated tasks which are matched to the abilities, needs and interests of pupils and enable them to answer tasks at their own level
- POSITIVE REINFORCEMENT – with effort rewarded, improvement acknowledged, pupils praised and positive feedback provided

- APPROPRIATE GROUPING – to aid the learning process, for example, in contact sports pupils should be matched physically for partner work or opposed pair work

## 10. Organisation

Including an outline of:

- whether curricular physical activity is taught in single-sex groups, mixed groups or a combination of the two
- whether out-of-hours learning physical activity is taught in single-sex groups, mixed groups or a combination of the two

Single-sex groups may be required for some activities if pupils from certain ethnic minorities are not to be discriminated against. Also, where possible, every effort should be made to ensure that pupils with special medical conditions are integrated into mainstream opportunities.

- Provide a statement on the school's level of commitment to staff training related to physical activity
- Highlight the inservice opportunities to be made available to staff involved in physical activity provision. Examples of training could include courses offered by:
  - Local education authority
  - Health promotion unit
  - Sports development unit
  - National governing body of sport
  - Local university
  - National organisations (e.g. Physical Education Association United Kingdom, Sports Coach UK Sport England, Youth Sport Trust)
- Freelance training providers/educational consultants

The 'useful information' section identifies a range of training opportunities that are currently available. This can also be found in 'downloadable resources' on the BHF website (young people).

### Professional development – case studies

#### Case study 1

In one of the first schools involved in the QCA PE and School Sport Investigation, the PE co-ordinator provides other teachers with intensive training in the National Curriculum programmes of study. It was decided that this 'in-house' approach to training would be less disruptive to pupils and more productive for the teachers' own learning. In the first year the focus was on games, with the PE co-ordinator working with each teacher in turn, taking a lesson and then leaving the teacher to practise on the next lesson. This 'holding hands' approach was found to be so much more successful than conventional methods of training that the same method is being used for other activity areas, this time led by teachers from a nearby upper school.

#### Case study 2

The PE co-ordinator at one of the junior schools involved in the QCA PE and School Sport Investigation found that the type of help her colleagues wanted was simple ideas to put into action. She initially focused on gymnastic activities, working with each teacher in turn, providing resources and ideas and sending them on courses when they were knowledgeable and confident enough to benefit. She then worked with them to produce a scheme of work for gymnastic activities which they all shared in and understood. At the same time a gym club was set up after school so that pupils could learn the basic skills they could use in lessons. This helped other teachers as it meant that they had a ready supply of pupils who could demonstrate for them.

## 11. Training

- Identify who is responsible for INSET/professional development
- Identify the budget that has been put aside for training related to physical activity

## 12. Resource provision

- identify who is responsible for co-ordinating the purchase of resources
- identify the annual budget that has been put aside for resourcing physical activity

- provide a statement on the school's aims in terms of levels of resources e.g. to have sufficient small equipment such as balls to enable individual and small-group work

Consider ways that funding could be increased to enable improved provision. For example the **Sportsmatch** scheme funded by the Department for Culture, Media and Sport will match any sponsorship of school activity (e.g. from local businesses) £ for £. This means that small donations from local companies become a much more significant sponsorship package (Details available on: 020 7273 1942 or from [www.sportsmatch.co.uk](http://www.sportsmatch.co.uk)).

The **Awards for all** scheme is another way of generating increased funding to develop new opportunities.

See page 97 in the printed sections of the Active School Pack for Primary Schools for further information on these and a range of other potential sources of funding. (Printed sections of the Active School Pack available from Dataforce 01604 640 016 ref. G70).

### 13. Dissemination of the Physical Activity Policy

Identify how the policy will be disseminated and to whom. Methods of disseminating the policy could include:

- staff meetings
- school-based INSET
- a summary in the school prospectus
- the availability of the full policy on request to, for example, governors, parents, visitors, Local Education Authority Officers, OFSTED Inspectors
- providing AOTTs with a summary of the relevant aspects
- handbook available to all those who teach PE

### 14. Procedures for monitoring & evaluating the Physical Activity Policy

Monitoring and evaluating procedures need to be considered and put in place at the planning stage and there should be a commitment to this process. The measures selected will be dependent on the objectives which have been identified and should be directly linked to these.

Measures that could be used include:

- teacher feedback
- feedback from governors/staff
- pupil feedback
- existence of staff with a specific responsibility for areas such as out-of-hours learning activities and links with the community
- how broad and balanced the curriculum is
- number of out-of-hours learning opportunities offered
- increased percentage of pupils achieving two hours participation each week in high quality PE or school sport within and beyond the curriculum
- pupil participation in out-of-hours learning activities
- number and nature of links with the local community
- pupil participation in community clubs/activities
- numbers of pupils walking or cycling to school
- number of special events offered
- availability of up-to-date information on local activity opportunities
- changes made to the school ethos and environment to encourage physical activity
- number of inservice courses attended by teachers/activity leaders
- staff review and feedback
- parental feedback
- OFSTED inspection

An indication should be given of how often reviews will take place.

## Writing a Physical Activity Development Plan

When writing a Physical Activity Development Plan the focus should be on improving physical activity development plan should have commitment and support from all those involved in the school, in particular from the headteacher and governors.

It is important to:

- take account of the specific characteristics and needs of the school e.g. availability of funds and resources, competing pressures of other initiatives, and the interests and expertise of staff
- ensure that the plan will be workable in practice
- limit the number of new activities and ideas introduced at one time – widening programmes to cater for everyone's needs should not be at the expense of quality
- involve all relevant staff in drawing up the development plan from the planning stage

Figure 2 highlights the steps that should be followed when writing a development plan. When identifying goals, consider the various possible areas which could be developed (use the audit for guidance) and select a few to work towards within the next two years, perhaps also highlighting future targets.

## Completing an audit of physical activity provision/promotion

A template for an audit is provided on pages 14 and 15. This focuses on the key areas thought to be important in an Active School.

- Consider each question, tick a yes or no answer and for those questions with a 'yes' response write a summary of the current situation. (It is not expected that all schools will have developed all areas on the audit).
- For all questions, consider any possible developments which could **feasibly** be introduced to improve physical activity provision – use the practical examples presented in the printed sections of the Active School Resource Pack for ideas – the relevant page numbers are provided in the column headed 'AS Page'. (the printed sections of the Active School Pack can be obtained by phoning Dataforce 01604 640 016 and quoting ref. G70) If developments in a certain aspect are impractical or inappropriate for your school, leave the relevant section blank.
- Having completed all responses, look at all the possible developments that have been identified and prioritise these (putting the relevant number in the column headed 'Priority', with 1 being the development with the lowest priority).

Table 1 (page 16) provides a template for a development plan which could be used and an example of how this could be completed is illustrated in Table 2 (page 17).

Figure 2

## Writing a Physical Activity Development Plan

### Assess current level of physical activity provision/promotion within school

- carry out an audit (see pages 14 and 15)
- use audit as basis for development plan



### Establish goals for next two years (& beyond)

- use priority ratings from audit
- don't change too much too quickly – select a few specific targets e.g. start/improve out-of-hours learning programme of activities
- use Physical Activity Policy aims and objectives as a guideline
- break down overall goals into smaller targets e.g. introduce 'x' out-of-hours learning club(s) next term...



### Identify action that needs to be taken to reach goals

- highlight specific tasks to be completed to reach each goal (use printed sections of the Active School Pack for help)
- identify which individual(s) is/are to be responsible for each task
- identify possible partnerships and alliances which could help meet the goal
- establish the timeline for completion of each task and the related goal



### Identify resource and cost implications for each task



### Define success criteria/performance indicators

- overall indicators of success related to what you hope to achieve e.g. number of clubs started
- measures to monitor ongoing progress which will help provide early indications whether movement is in the right direction
- conduct a review after 12 months to check on progress



NB, A.S. Page – page numbers refer to printed sections of Active School Pack unless otherwise stated. These printed sections can be obtained from Dataforce (01604 640 016) ref No. G70.

Audit of physical activity provision						
	Yes	No	CURRENT SITUATION	POSSIBLE DEVELOPMENTS	A.S. PAGE	PRIORITY
<b>General</b>						
1. Does your school have a Physical Activity Policy and development plan (or equivalent) to deliberately promote more activity to more pupils?	<input type="checkbox"/>	<input type="checkbox"/>	Date Policy written: .....		1 In this section	
2. Do the school's ethos and environment promote physical activity?	<input type="checkbox"/>	<input type="checkbox"/>			25	
<b>Curriculum</b>						
3. How many hours a week of curriculum P.E. do pupils get in each year group?					27-28	
4. Are the statutory National Curriculum requirements for physical education all being met?	<input type="checkbox"/>	<input type="checkbox"/>			27-28	
5. Is there a specific scheme of work outlining a planned approach to the delivery of health-related exercise?	<input type="checkbox"/>	<input type="checkbox"/>			30	
6. Does the curriculum provide a range of experiences including both individual and team activities?	<input type="checkbox"/>	<input type="checkbox"/>			28	
<b>Out-of-hours learning activities</b>						
7. Is a variety of out-of-hours learning activities offered for both boys and girls, including individual and team-based activities?	<input type="checkbox"/>	<input type="checkbox"/>			53	
8. Does the out-of-hours learning programme cater for pupils of all abilities, including the less able, the more talented and those with specific requirements?	<input type="checkbox"/>	<input type="checkbox"/>			53	
<b>Additional activity opportunities/promotions</b>						
9. Are any steps taken to promote physical activity during breaks and/or lunchtimes (e.g. use of games cards)?	<input type="checkbox"/>	<input type="checkbox"/>			69 & Active Playgrounds Booklet*	

\* The Active Playgrounds Booklet is available to download on the BHF website.

## Audit of physical activity provision

	Yes	No	CURRENT SITUATION	POSSIBLE DEVELOPMENTS	A.S. PAGE	PRIORITY
10. Are any steps taken to encourage and help pupils to walk and/or cycle to school?	<input type="checkbox"/>	<input type="checkbox"/>			71 & Promoting Walking to School Booklet*	
11. Are there any special physical activity promotions (e.g. festivals, demonstrations, activity days) ?	<input type="checkbox"/>	<input type="checkbox"/>			73	
<b>Links with the community</b>						
12. Does your school have established links with local leisure centres, organisations offering activity in the community and local sports clubs?	<input type="checkbox"/>	<input type="checkbox"/>			85	
13. Is information on activity opportunities in the community readily available to all pupils?	<input type="checkbox"/>	<input type="checkbox"/>			85	
14. Are visits arranged for pupils to local activity centres/Clubs?	<input type="checkbox"/>	<input type="checkbox"/>			85	
<b>Involvement of staff, parents &amp; governors</b>						
15. Are any steps taken to involve staff, parents and governors in provision of /participation in activity?	<input type="checkbox"/>	<input type="checkbox"/>			95	
<b>Qualifications, training &amp; resources</b>						
16. Do all staff who lead activities both within and outside of the curriculum pursue appropriate qualifications to teach the particular activity?	<input type="checkbox"/>	<input type="checkbox"/>			19-29 in useful information section**	
17. Do all staff involved in physical activity provision have opportunities to take part in appropriate in-service training?	<input type="checkbox"/>	<input type="checkbox"/>			19-29 in useful information section**	
18. Are there adequate resources to provide all pupils with comprehensive physical activity opportunities within and outside of school?	<input type="checkbox"/>	<input type="checkbox"/>			30-45 in useful information section**	

\* Promoting Walking to School Booklet is available to download on the BHF website.

\*\* Useful information section is available to download on the BHF website.

Table 1

# Template for a Physical Activity Development Plan

## Physical Activity Development Plan

Name of School: ..... Date Development Plan Written: .....

Review Dates: .....

Goals	Tasks	Key personnel & responsibilities	Resource/cost implications	Timeline	Success criteria/ performance indicators

Table 2

**Example of how the Development Plan Table should be completed**

Goals	Tasks	Key personnel & responsibilities	Resource/cost implications	Timeline	Success criteria/ performance indicators
<p><b>Example</b> Increase range of out-of-school-hours opportunities.</p>	<p>a. Find out from pupils what type of activities they would like. b. Ask appropriate staff if they are available to take a club. c. Check facility availability. d. Promote new club(s) to pupils.</p>	<p>Jo Smith to co-ordinate and: a. liaise with form tutors to ascertain pupil preferences; b. contact teaching staff and appropriate leaders in the community for availability; c. check facility availability; d. produce poster advertising club(s) (perhaps liaise with art teacher for this).</p>	<p>Possible financial implications if outside leaders used. Need to check if there are sufficient/appropriate resources for new club(s) and identify any deficiencies.</p>	<p>a. Collect information from pupils by: ..... b. Check for staff availability by: ..... c. Check facility availability by: ..... d. Arrange for posters to be made by: ..... e. Display posters and tell pupils about new club(s) and when they will start by: ..... f. Start new club(s) at beginning of next half term/term i.e. week beginning: .....</p>	<p>Number of new clubs offered in '.....' term. Number of pupils participating in new club(s) (with a male/female breakdown).</p>

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