



## UPPER SCHOOL PE HANDBOOK 2021-22



THE AMERICAN SCHOOL IN ENGLAND

# TASIS ENGLAND MISSION STATEMENT



The School's purpose is to realize its core values. We believe that: every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why TASIS exists.

## COMMITMENTS

We realize our values through our passion as educators and the following commitments:

We promote **multiple pathways** for each learner throughout our school environment, our programs, and our community.

Our commitment to nurturing **intellectual curiosity** prepares each learner for the opportunities and challenges of the future.

We encourage continuous personal **growth** through active **engagement** and desire to seek and learn from experiences. Through a balance of support and challenge, students flourish as creative, reflective, and resilient owners of their learning.

We foster **connections and collaboration** in our community of learners by cultivating supportive relationships and celebrating the unique contributions of each member.

## OUTCOMES

The outcomes of a TASIS England education were articulated over many decades through the vision of the School's charismatic founder, Mary Crist Fleming.

**Life-long Learning** cultivates curiosity, exploration, and discovery, emboldening individuals to embrace a culture of learning and celebrate the journey of continuous development toward personal fulfillment.

**International-mindedness** promotes the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service.

**Service Leadership** fosters empathetic, compassionate, and principled individuals who take responsibility for sustaining healthy relationships with themselves, their families, their communities, and their environment.





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## **TASIS England Upper School PE Handbook 2021/2022**

Welcome to Physical Education.

The aim of PE is to provide all students with an opportunity to learn within a balanced program in which they are encouraged to further develop their application and understanding of movement skills, sportsmanship, collaboration/teamwork, and sports leadership.

Students will cover five main units throughout the year. Within each unit we will look at integrating health topics through the concepts of:

- Net games;
- Invasion Games;
- Personal Fitness;
- Striking and Fielding; and
- Movement Concepts (Parkour/Dance).

Students will be given the opportunity throughout the various units to nurture their curiosity and discover and learn about the key concepts that aim to build upon previous knowledge and skills. Each of these skills are transferable into other PE units and also classroom based subjects. They also help each student to strengthen not only their own individual experiences, but to encourage students to identify the positive connections that arise from shared and/or group experiences. An example of this is how communication can affect individual and team success.

Students will be emboldened to undertake a variety of learning/teaching roles within lessons, providing opportunities to gain further knowledge and/or to develop skills in areas such as peer coaching, refereeing, lesson review and reflection. These additional learning experiences allow students to play their part within a positive learning environment. This will provide each student with the opportunity to develop as a principled, open minded, and compassionate member of our community. Students are given the best possible chance to flourish within PE when they are encouraged to take risks, learn from mistakes, and ultimately develop a lifelong passion for physical activity and a healthy lifestyle.

### **Where will the lessons be?**

PE lessons will either be in the large gym, on gym field 2 or the fitness room. It's advised that students bring suitable clothing and footwear to all lessons in case of a change of weather and location on the day of the lesson.

### **What to wear?**

All students should bring appropriate PE clothing. Students will have time before and after lessons to change (COVID mitigations allowing). The guidelines and examples are below.

### **P.E. clothing:**

All students are required to wear school appropriate clothing for PE classes. These are available from [The Student Centre](#) or as exemplified below. Students that bring items outside of these guidelines will be given items to change into for the lesson.

#### **Indoor wear:**

- Athletic shorts (at least mid-thigh in length)
- Full-length sweatpants/track pants/leggings, or shorts under a uniform skirt
- Trainers must be worn inside
- Plain crew neck t-shirt or TESIS t-shirt
- T-shirts may be worn under a TESIS polo shirt, TESIS quarter zip or TESIS fleece. Non TESIS items that follow the guidelines are also acceptable.
- Hooded sweatshirts **are not appropriate** for PE classes due to the loose/baggy nature of these items that may be a safety hazard.

Images are examples of the guidelines:



#### **Outdoor wear:**

As above but with the addition of a pair of **astro shoes** or **moulded cleats** for use on the grass. A jacket/coat is advised in colder weather along with extra layers to minimise the likelihood of illness.



## **Assessments**

Students are assessed on four criteria. Each criteria is worth 25% of each unit/quarter grade. The criteria are:

1. Physical performance;
2. Knowledge and understanding;
3. Health and wellbeing; and
4. Sports Leadership.

Please click on the grade level to view the assessment rubric:

[Grade 9 and 10](#)

## **Grading and reporting:**

Unlike other subjects, PE does not have letter grades. On the LMS, parents and students see numbers that link to the criteria listed above. This system indicates if a student is below, approaching, achieving or exceeding for each of the 4 criteria. Student reflections are used as a part of the reports to highlight their learning and understanding of their continued development.

## **How do the numbers work?**

20 -18: Exceeding	(ED)	100%-90%
17 - 15: Achieving	(AH)	89%-75%
14 - 12: Progressing	(PG)	74%-60%
11>: Below	(F)	

## **Effort grades:**

Each quarter, each student receives effort grades alongside their PE criteria grades. These effort grades are:

- 1- Outstanding
- 2- Good
- 3- Satisfactory
- 4- Poor
- 5- Unsatisfactory

## **Homework:**

Students may receive homework to assist with their learning of key content being covered in class. This will be set on Google Classroom and graded accordingly.

## **Health and safety:**

### **Jewellery:**

All jewellery and watches, including fitness trackers must be removed for all lessons.

### **Piercings:**

All earrings and other body piercings must be removed before PE. Taping is not allowed for health and safety reasons. It is advised that all new piercings are done over school breaks to allow them to heal. Students that have new piercings that cannot be removed will be given alternative roles in class and different assessments will be given.

Should you have any questions regarding this or new piercings then please contact Mr. Mat Jones directly ([mjones@tasisengland.org](mailto:mjones@tasisengland.org)).

**Footwear:**

As with any activity, footwear and clothing must be considered and be deemed appropriate. ALL participants (including staff) should be wearing items of clothing and footwear which are fit for purpose. Clean, non-marking trainers for indoors and astros or moulded cleats for outside. Slip on trainers or fashion trainers such as converse are not acceptable due to the lack of support.

**Hair:**

Long hair worn by staff and students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured. Hair that is below the jaw line is deemed long and therefore needs tying up.

**Nails:**

Nails for staff and students need to be sufficiently short to prevent injury to self and others. Fake nails can cause serious injury to self and others and can not be worn for PE. All finger nails should not be longer than the tip of the finger.

**Non-participation/injured students:**

Students are expected to take part in all lessons. If a student is injured or unable to take part physically, they must have a note from a doctor and/or from the TESIS Health Center. If this is the case, students will be given alternative roles within the lessons for the duration of their recovery so they are still engaged and involved with the class. Non-participation in PE will also result in non-participation in sports teams and/or co-curricular activities on the days students miss PE lessons.

**First aid/concussion:**

If a student gets injured while in class, they will be sent/escorted to the Health Centre to get checked out. In case of a face/head injury, they will be removed from the activity immediately and escorted to the Health Center. Students that sustain a concussion will have to complete the [Gradual Return to Play protocol](#).

**COVID-19:**

As a school and department, we will keep updated with COVID mitigations and make arrangements accordingly in order to keep our students, staff and the community as safe as possible. This may alter changing room provisions.

**ADL and SDL Learners:**

Students facing emergency situations that prevent them from accessing face-to-face learning over a period of time will still be able to complete PE lessons online. SDL students are required to join a Zoom call to check the work set with their teacher. These lessons are in line with the class based lesson so students will be able to learn the key concepts and content being covered in class whilst still having a physical section of the lesson to complete at home (if they can). The work and related activities will be accessible via GOOGLE CLASSROOM.

Should you have any questions, please contact Mr. Jones:

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