



LOWER 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 Lower 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 six main units throughout the year. Within each unit we will develop key fundamental movement skills through the concepts of:

- Run Jump Throw
- Net games
- Invasion Games
- Personal Fitness
- Striking and Fielding
- Movement Concepts (Parkour/Dance/Gymnastics).

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 are supported throughout their learning and will be emboldened to undertake a variety of learning roles within lessons, providing opportunities to gain further knowledge and/or to develop skills in areas such as peer feedback, lesson review and self 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, Small Gym , Gym Field 2 or Lower School lawn. It's advised that students bring suitable clothing and footwear to all lessons in case of inclement weather resulting in a location change on the day of the lesson.

What to wear?

On PE days, students should wear their PE uniform to school.

Lower School P.E. Uniforms:

Students may wear plain navy blue, non-logo sweatpants purchased elsewhere as an alternative to

the TESIS sweatpants, but all other components of the uniform should be purchased from [The Student Centre](#).



Indoor wear: School sweatshirt, T-shirt, sweat pants and/or shorts. Appropriate footwear is required (see below for descriptions)

Outdoor wear: As above but a jacket/coat is advised in colder weather along with extra layers to maintain warmth and comfort.

Assessments

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

1. Physical skills
2. Knowledge and understanding
3. Health and wellbeing
4. Sports leadership/collaboration

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

[EY and K](#)

[Grade 1 and 2](#)

[Grade 3 and 4](#)

Grading and reporting:

Early years:

W - Working toward standard

S - Achieving standard with some support

I - Achieving standard independently

E - Exceeding expectations

N/A - Not assessed at this time

K- Grade 4:

1- Needs support. Not grasping key concepts.

2 - Approaching the standards. Beginning to grasp concepts.

3 - Achieves standards. Grasps and applies concepts.

Effort marks:

Each trimester, each student receives effort marks alongside their PE criteria grades. These effort marks for K - Grade 4 are:

C - consistently

U - usually

S - sometimes

I - infrequently

Health and safety:**Jewellery:**

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

Piercings:

All earrings and other 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 can not 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).

Footwear:

As with any activity, footwear and clothing must be considered and be deemed appropriate. ALL participants must wear items of clothing and footwear which are fit for purpose. Clean, non marking trainers must be worn indoors. Slip on trainers or fashion trainers such as Converse are not acceptable due to the lack of ankle support. Trainers will also be worn outside. In wet weather, lessons will move indoors.

Hair:

Long hair must always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

Nails:

Nails must be sufficiently short to prevent injury to self and others.

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 parent/guardian and/or from the TASIS 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 Centre. 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-19 mitigations and make arrangements accordingly in order to keep our students, staff and the community as safe as possible.

Asynchronous Distance 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. 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 SEESAW.

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

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