

St Luke's Primary PESSPA Policy

Our intention at St Luke's C of E primary school is to ensure that PESSPA (PE, School Sport and Physical Activity) is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a student's physical development and well-being. PESSPA is the only subject whose primary focus is on the body; it uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people.

Through St Luke's high quality physical education programme, our students will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Aims:

The school's aims for PESSPA are for our students to:

- participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- build confidence and resilience to try hard and make progress across all activities
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Implementation – Curriculum:

All students are entitled to a progressive and comprehensive physical education programme that embraces current Statutory Orders of the national curriculum and considers individual interests and needs. Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing students in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance (England). It is inclusive, and every student has equal access irrespective of their age, gender and cultural or ethnic background. While retaining its unique contribution to a student's movement education, PESSPA has considerable potential to contribute to much wider areas of learning. It is considered important for PESSPA to be integrated into the whole

school's planning for the development of students' literacy, numeracy, science, geography, Personal, Social and Health Education (PSHE) and computing skills.

In the EYFS, teachers should:

- plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities
- give sufficient time for students to use a range of equipment and, whenever possible, teach half the class in each session
- provide resources that can be used in a variety of ways or to support specific skills
- introduce the language of movement to students, alongside their actions
- provide time and opportunities for students with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During Key Stage 1 (England), students should be taught knowledge skills and understanding through dance, gymnastics and games activities. Key Stage 2 students should have access to all components of the National Curriculum Programme of Study (athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming). The school provides all students with their entitlement of at least two hours of high quality physical education a week. This is delivered through 2 lessons in a typical week. Students have access to a broad and balanced curriculum programme of study.

A copy of the long-term curriculum map from year 1 to year 6 is available on the school website. PESSPA is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements would be made. These include class-based activities around the planned activity (eg evaluating and improving work based on watching video clips from the previous week's learning) or rescheduling the activity for another day. If a suitable indoor space is available, the activity could be taught inside with modification or adaptation, still allowing the learning intentions to be achieved. **On no account is PESSPA used as a sanction.**

Implementation – Out of School Hours Learning:

The aims of the out of school hours learning (OSHL) programme are to extend and enrich the work being done during curriculum PESSPA and to provide some students with opportunities to enable them to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

At St Luke's CofE, all OSHL opportunities are developed in consultation with students, and the programme will:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- provide specific movement/general physical activity clubs, which develop health and fitness, such as Change4Life clubs
- ensure that every student is offered the opportunity to attend a minimum of one OSHL activity each week

- ensure that the school regularly participates in school sport partnership (SSP) and county-wide events that promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme, the school will:

- employ a range of qualified and experienced auxiliary coaching staff and implement quality assurance through the subject leader
- ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school/students attend club taster days/clubs advertise on noticeboard)
- inform students and parents of the range of OSHL opportunities.

A timetable of ST Luke's CofE school's OSHL activities is available on the website and through sims.

Curriculum Planning – Planning and Preparing the Physical Education Programme:

All our PESSPA lessons will be planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage, we think through the following process:

- “This is what I want students to learn. This is how I plan for learning to take place, and ask, ‘Is the learning experience safe?’”
- Students’ learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson. At St Luke’s CofE school, class teachers teach PESSPA not only to develop and maintain students’ skills and understanding of the subject but also because the teachers know their students’ personal, social and health needs, and make appropriate cross-curricular links wherever possible. Our long-, medium- and short-term plans, plus other useful PESSPA resources, are stored on [insert relevant place for your school] drive, and these are regularly updated by the PESSPA subject leader. Teachers need to plan their own learning objectives and outcomes to suit the needs of the particular class, and these are made clear to students. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor students’ understanding of safe-practice principles and ability to apply them effectively. Teachers should also conduct their own risk assessments, and plan differentiated learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Each lesson should include a warm-up and cool-down relevant to the main activity and learning environment/ weather conditions. All students should be physically active for sustained periods of time in every lesson. Progressively, they should learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and ICT is strongly encouraged to enhance learning.

Swimming takes place at ST Luke’s C of E pool for all Year 4, 3 and 2 students, for a term each. Lessons are planned and delivered by the pool provider’s swimming instructors, but class teachers are strongly encouraged to assist with and support the sessions. The instructors will provide assessments at the end of each term and deliver a session, in school, on water safety.

Time Allocation for PESSPA:

At St Luke's CofE, PESSPA is delivered throughout the whole day, and a timetable showing when each class is either outside or indoors is available. All classes have at least two hours of PESSPA each week.

Leadership and Management:

The subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- developing good classroom practice
- managing the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- posting reports on the school website about the allocation of the PESSPA and sport premium and its impact
- auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure students are well taught and protected
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- carrying out risk assessments in line with employer procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and SSP developments as appropriate.

Teaching and Learning:

The organisation of PESSPA in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age-appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively.

The structure of the Complete PE developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport-specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all students, to extend those who are more able and provide appropriate levels of support in order for all students to make progress.

Monitoring of Standards of Teaching and Learning:

Subject monitoring and evaluating will be carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of student progress and achievement
- student interviews
- self-evaluation of the subject in relation to PESSPA and sport premium. Additional PESSPA and sport premium funding is being accessed here to release the subject leader to ensure that this monitoring is carried out in accordance with best practice and this policy.

Staff Development:

Appropriate professional development for all staff will ensure secure PESSPA subject knowledge, consistency and awareness of health and safety procedures. This is exemplified in the new teachers' standards. Staff should be comfortable and competent in the area of activity being taught in PESSPA. Opportunities for the development of all Anytown school staff will be provided in order to enhance the quality of PESSPA within the school. This can be seen in the school's PESSPA Premium Action Plan – Key Indicator 3 in Appendix [please insert your appendix number].

Assessment and Recording:

Students' work will be assessed throughout each unit of work using formative and summative assessment methods. Students' progress will be monitored by the specialist PE teacher who will use these methods to set realistic targets for individual students, based on their strengths and weaknesses. At the end of each unit, an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over the academic year. The attainment target for PESSPA sets out the knowledge, skills and understanding that students of different abilities and maturities are expected to have by the end of each key stage.

Assessing Progress:

At St Luke's C of E school, we assess the children by:

- watching them work, talking to them about what they are doing and listening to them describe their work
- gathering feedback from students to inform teachers and students of what has been successful and allowing them to set their own future targets
- using ICT to develop portfolios of children's work in PESSPA to show their progression and quality of performance.

Recording and Reporting:

At St Luke's CofE school, the PE teacher tracks student progress against national expectations using the assessment within complete PE and the end of key stage expectations set in the national curriculum.:

- inform future planning by the current teacher or a new class teacher
- form part of the statutory annual reporting process, and in discussions with parents
- help children as a basis for future target setting

- provide information to ensure continuity of progression throughout transfer between classes and key stages.

Equal Opportunities, Gifted and Talented, and Inclusion:

Every student has equal access to national curriculum PESSPA. At St Luke's CofE school, learning experiences are differentiated to meet the specific needs of individuals and groups of students, including those who have diverse SEND, gifted and talented students and those who have English as an additional language.

Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Any classroom support provided must extend into PESSPA lessons as appropriate. Teachers and adults other than teachers (AOTTs) working with children will be made aware of any students who have special educational needs or medical conditions. The special educational needs coordinator (SENCO) will liaise with staff to ensure all students' needs are met in relation to teaching and learning in PESSPA. Differentiation: PESSPA at St Luke's school will comply with the three basic principles for inclusion in that it will:

- set suitable learning challenges
- respond to students' diverse learning needs
- strive to overcome potential barriers to learning and assessment for individuals and groups of students.

Actions necessary to respond to an individual's requirements for curriculum access will be taken in the form of greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice.

Safety Issues – Safe Teaching, Teaching Safety:

Anytown school follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety. **A copy of the current edition of the afPE Safe Practice in PESSPA** in the inclusion office.

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as "forethought", is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed. During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks will be reported to the head teacher. **Risk assessments for the hall and outside area for PESSPA have been completed and are reviewed annually.**

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be used.

Support Staff:

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers. Additional support staff will be used during curriculum and non-curriculum time in order to:

- support the delivery of high quality PESSPA
- enrich or enhance an activity students are undertaking
- provide training opportunities for staff linked to PESSPA and sport premium key indicator 3
- provide additional opportunities for OSHL.

All adults supporting learning (ASL) and coaches will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA are in line with current statutory requirements and recommended good practice. No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

External Sports Coaches:

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches. [Refer to your employer guidance on employing external coaches.]

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the students.

PESSPA Kit:

Students should wear clothing that is fit for purpose according to the PESSPA activity, environment and weather conditions.

Gymnastics:

Bare feet, shorts (leggings) and t-shirt should be worn especially when using equipment.

Dance

Children should have bare feet, shorts (leggings) and t-shirt. Warm clothes can be worn if needed.

All other Activities:

If the lesson objectives can be taught, PE should not be cancelled. Warm and weatherproof clothes should be worn to support this.

Outdoor Clothing

Children should have shorts and t-shirts but should also have clothes for cold and wet weather as PE lessons will take place outdoors as long as the objectives can be taught for the lesson.

Hair

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or playground activity (eg “wake and shake” type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced. In hot weather, protection from the sun is advisable; therefore children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements. (Safe Practise 2020 document to be used to consult in this area)

Clothing for PESSPA – staff

Clothing and correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken. Staff are encouraged to wear PE kit when teaching PE in the absence of appropriate changing facilities for staff.

Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids (only if there is danger from contact - impact) should be removed to establish a safe working environment. Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects. Disclaimers from parents about the wearing of any item of jewellery by a student will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Changing Provision:

This principle is about ensuring dignity, decency and privacy, where needed, be it for reasons of physical development or other individual needs. As St Luke’s CofE school lacks purpose-built changing rooms, children come to school already changed for PE. If children need to get changed in the school day, KS1 and lower KS2 students will change together in their classrooms, whereas upper KS2 students will change in separate areas. Staff are present during changing times to ensure children are safe at all times.

Equipment and Resources:

The majority of PESSPA equipment is stored in the PE cupboard in the hall and the sheds on the playground. All equipment is catalogued, and a list is available from the PESSPA subject leader. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Students are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (with staff supervising)
- learn any safety procedures relating to the carrying or handling of resources. All other resources are located in the staffroom or with the PESSPA subject leader. Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible. Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

Link Governor:

As governors are responsible for the spending of this funding and ensuring it meets the requirements of the conditions of grant, it is best practice to have a nominated governor or trustee with whom the PESSPA subject leader liaises on all matters to do with the primary PESSPA and sport premium. Our PESSPA and sport link governor is [add name of governor].

Review of policy:

(Remember that policies should inform practice. Therefore, a review of every two years is optimal, or if any incidents or significant changes occur.)

Policy agreed by Staff:

Date:

Governors:

Date:

Next review date: