



## **Bearwood Primary and Nursery School**

### **Physical Education, School Sport and Physical Activity (PESSPA) Policy**

**September 2021**

At Bearwood Primary and Nursery School, we believe high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We believe Physical Education, School Sport and Physical Activity (PESSPA) should be 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. We intend to make our pupils 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 areas.
- Understand and use the physical skills developed in PESSPA in 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 wellbeing 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.

#### **Implementation**

All pupils are entitled to a progressive and comprehensive physical education programme that meets the National Curriculum standards while taking in to account individual interests and needs. Our curriculum is inclusive and every child has equal access irrespective of their age gender and cultural or ethnic background. Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing pupils in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every child.

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 children's literacy, numeracy, science, geography, PHSE and computing skills.

In 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.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movements to children, alongside actions.

During Key Stage One, children should be taught knowledge skills and understanding through dance, gymnastics and games activities.

In Key Stage Two, children should have access to aspects of the National Curriculum 2014 Programme of Study (athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming).

The school provides all pupils with their entitlement of at least two hours of high-quality physical education a week. This is delivered through 2-3 lessons in a typical week. The long-term plan is attached as an appendix to this policy.

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 a planned activity unsuitable, alternative arrangements are made to ensure the learning intentions are achieved.

### **Curriculum Planning – Planning and Preparing the Physical Education Programme**

As a school we follow the LTPE Scheme (2014). All classes benefit from specialist coaches for blocks of lessons during the year.

Each lesson should include a warm-up and cool-down relevant to the main activity and learning environment. All children should be physically active for sustained periods of time in every lesson.

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

Swimming takes place at Rossmore Leisure Centre for all Year 3 and 4 pupils. Each class has a term block of lessons. Lessons are planned and delivered by the pool provider's swimming instructors, but school staff are strongly encouraged to assist with and support the sessions. The instructors will provide assessments at the end of each term.

### **Leadership and Management**

The subject leader is responsible to the head teacher and will ensure that the following tasks associated with the roles are carried out;

- 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 whole school development plan.
- Posting reports on the school website about the allocation of PESSPA and sport premium and its impact.
- Auditing, ordering and reviewing the efficiency of equipment.
- Undertaking CPD to further their own development and providing appropriate learning for colleagues.
- Monitoring classroom practice and planning to ensure high quality delivery.
- Making all resources available to all staff/
- 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 LA developments as appropriate.

### **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 following strategies will be used;

- Observation of teaching and learning, including support staff and coaches
- Assessment of student progress and achievement
- Student interviews
- Self-evaluation of the subject in relation to PESSPA and sport premium

### **Staff Development**

Opportunities for the development of all Bearwood Primary and Nursery School staff will be provided in order to enhance the quality of PESSPA within the school. This can be seen in the Sports Premium Action Plan 2021/22.

### **Assessment and Recording**

Staff will select focus skills to monitor and track at the end of each unit. These are recorded on whole class tracking sheets and centrally saved for access by the PE leader, SLT and future teachers. Every child's attitude, skills and behaviour towards PE is also tracked half termly so appropriate intervention can be facilitated where needed.

Within the assessment lesson teachers should focus on two or three of the **skill focuses that the children have covered during the unit**.

**WTS – Red**                      These skills were covered in a previous year and should be secure

**ARE– Amber**                      Skill taught during this unit

**GDS– Green**                      Demonstrating skill indicates child working above the ARE

**G&T – Purple**

This tracking allows future planning to be informed and can help children with future target setting. It is also a basis for reporting to parents.

### **Equal Opportunities, Gifted and Talented and Inclusion**

Every child has equal access to national curriculum PESSPA. At Bearwood, learning experiences are differentiated to meet the specific needs of individuals and groups of children, include those who have diverse SEND. Gifted and talented students and those who have English as an additional language.

Any classroom support provided must extend into PESSPA lessons as appropriate. Teachers and support staff working with children will be made aware of those who have special educational needs or medical conditions. The PE leader and SENDCO will liaise to ensure all needs are being met in relation to teaching and learning in PESSPA.

### **Differentiation**

Bearwood Primary and Nursery 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 individual and groups of children.

### **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.

A risk assessment for PESSPA can be found at the end of this policy.

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**

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

All adults supporting learning will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA is in line with current statutory requirements and recommended good practice.

No adults supporting learning 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.

## **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 coaching staff.

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 condition. Kit should be named and kept in a small drawstring bag.

For gymnastics and dance (Indoors)

- plain white or black shorts
- purple Bearwood t-shirt, or plain purple T-shirt
- no footwear is required. (Please note that children with a verruca must cover them)

For games (Outdoors)

- children may wear a sweatshirt and/or tracksuit bottoms over their usual kit in cold weather
- trainers
- football/rugby boots may be worn when appropriate

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

For classroom-based movement in a limited space or playground activity (e.g. 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 sport, and safety concerns linked with slips, trips and falls and reduced.

In hot weather, protection from the sun is advisable; therefore, children can wear caps and loose, light clothing. Parents will be advised to apply sun cream prior to the school day starting.

In relation to 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.

Personal effects such as jewellery, religious artefacts, watches, hair slides and sensory aids should be removed to establish a safe working environment.

Staff are not permitted to remove earrings. In the event that earrings cannot be removed (e.g. the piercing is less than six weeks), earrings can be covered with tape by the pupil, or the parent before coming to school. However, it is still the responsibility of the member of staff leading the lesson to ensure that the tape is doing the job intended, and then to assess if this is sufficient precaution to allow the pupil to take part, either fully or partially in the planned lesson.

If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

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 enduring dignity, decency and privacy., where needed, be it for reasons of physical development or other individual needs.

When changing for PESSPA, Early Years and Key Stage One will change together in their classrooms. Key Stage Two children will change in single-sex cloakroom 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 outdoor PE store (off the main playground). Some small equipment is stored in the Hall. All equipment is monitored by the PESSPA 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.

Pupils 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.

Any damage, breakage or loss of resources should be reported to the PESSPA 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 of 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 the funding and ensuring it meets the requirements of the conditions of grant, it is best practice to have a nominated governor with whom the PESSPA leader liaises on all matters to do with the primary PESSPA and sport premium.

Our PESSPA and sport link governor is Nic Best.

**Policy creation date: September 2021**

**Review of policy: September 2023**

**Policy agreed by: Laura Bennett**