



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

PE POLICY

Physical Education, School Sport and Physical Activity (PESSPA)

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Approved by: Governors

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PE

Physical Education, School Sport and Physical Activity (PESSPA) Policy Flash Ley Primary School

Intention:

Our intention at Flash Ley Primary School is to ensure that PESSPA is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a pupil'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 as well as making a significant contribution to spiritual, moral, social and cultural development of young people. Through Flash Ley's high quality Physical Education programme, our pupils 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 pupils 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 pupils at Flash Ley are entitled to a progressive and comprehensive Physical Education programme that embraces current statutory orders of the National Curriculum and takes into account individual interests and needs.

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 pupil. We will develop their creative and expressive abilities, and provide situations where pupils 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 (EYFS) Guidance (England). It is inclusive and every pupil has equal access irrespective of their age, gender or ethnic background.

While retaining its unique contribution to a pupil'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 whole school planning for development.

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 pupils 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 movement to pupils, alongside with their actions
- Provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities

During Key Stage 1 (England), pupils should be taught knowledge skills and understanding through Dance, Gymnastics and Games activities.

Key Stage 2 (England) pupils should have access to all components of the National Curriculum Programme of Study including Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities (OAA) and Swimming.

The school provides all pupils with 1 x curriculum period per week of high quality Physical Education. Children come into school in PE kit to ensure maximum PE time.

All children will also participate half termly in Enrichment PE sessions and Forest School Sessions as well as Nutritional sessions throughout the year through Science/PE/Topic & RSE.

Pupils have access to a broad and balanced curriculum programme of study. A copy of the Long Term Curriculum Plan from year 1-6 is attached as Appendix 1.

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 planned activity, alternative arrangements are always made. This is nearly always an alternative physical activity but could sometimes include class-based activities around the planned activity (e.g., evaluating and improving own and others performances) 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 for 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 pupils with opportunities to enable them to develop 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 Flash Ley Primary School, our OSHL programme will provide opportunities developed in consultation with the pupils. 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.
- Ensure that every pupil is offered the opportunity to attend clubs
- Ensure that the school participates in School Games Partnership and county-wide events that promote competitive opportunities and physical activity.
- Promote competitive opportunities and physical activity as well as providing new experiences that are not offered through PESSPA such as Archery, Curling, Boccia, Boxing, Fencing, Skateboarding, Paralympics, Cheerleading, Circus Skills, Laser Tag and Yoga.

To ensure the quality and sustainability of the OSHL programme the school will;

- Enlist a range of qualified and experienced auxiliary coaching staff
- Continue to encourage non-PE to complete CPD to empower them to deliver OSHL provision
- Ensure that the subject leader forges strong local community links
- Be clear with communication to pupils and parents about the range of OSHL opportunities and how to take advantage of them.

OSHL timetables (Clubs) can be found on the school website and bookings can be made through the School Office Booking System.

Curriculum Planning – Planning and Preparing the Physical Education Programme

All PESSPA lessons will be planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage we think about;

- What do we want pupils to learn? How is learning going to take place? Is the learning experience safe?
- Pupils learning needs are assessed against the scheme of work we use (PEDPASS). Safe practice is embedded in the learning process and implemented in every lesson.

At Flash Ley 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 pupils' 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 held on the staff shared area (PE area) and hard copies to be found in planning file held by the PE lead.

Individual teachers are responsible for their own learning objectives and outcomes to suit the need of their group as they get to understand the needs of the pupils. Learning objectives are made clear to the class. It is important that specific learning about safety is annotated on planning where appropriate. Teachers should undergo their own 'dynamic risk assessment' of the teaching area, weather conditions etc and adapt their plan accordingly. Teaching areas for PE lessons/activities have their own risk assessment and these can be found in the Health and Safety File held in the school office.

Each lesson should include a warm up and cool down relevant to the main activity and learning environment/weather conditions. All pupils 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 encouraged to enhance learning.

Swimming takes place at Stafford Leisure Centre Pool for all Year 4 pupils weekly. Lessons are planned and delivered by the pool provider's swimming instructors, but class teachers are strongly encouraged to assist with and support sessions. The instructors provide assessments at the end of each block and deliver sessions that include water safety.

Leadership and Management

The subject leader is responsible to the Head teacher and will ensure that the following tasks associated with the role are carried out as appropriate;

- Developing good classroom practice and encouraging more non-PE staff to develop their CPD and assist with OSHL clubs and teams
- Managing the spend of the PE and School Sport Premium as directed by Government guidelines (Head Teacher has the final say)
- Posting reports on the school website about the allocation of the Sports Premium and its impact
- Auditing, ordering and reviewing the efficiency of equipment, learning resources and teaching areas to ensure pupils have excellent resources and facilities
- Attending CPD and feeding back to the PE team and coordinating a programme of CPD for PE and non-PE staff – mainly funded through PE and School Sport Premium
- Monitoring classroom practice to ensure the continued high quality PE through pupil/staff voice.
- Updating all resources such as risk assessments, planning documents, schemes of learning, assessment materials and resources to support learning
- Extending relationships and contacts beyond the school and in the local community
- Delegating responsibility for inter-school teams and maintaining a busy OSHL lists and fixture list.

Teaching and Learning

The organisation of PESSPA in school promotes learning through practical physical activities and sport. Lessons are blocked in units of work, typically 5-6 weeks, 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.

Units of work typically provide continuity and progression of fundamental movement skills and sport-specific skills and knowledge and understanding.

The planning and delivery of each unit within the scheme will be adapted by each teacher to provide appropriate challenge for all pupils, to extend those who are more able and to support others so that all pupils make progress.

Monitoring of Standards of Teaching and Learning

Subject monitoring and evaluating will be carried out by the subject leader. The school will utilise the following strategies and measures in order to evaluate standards:

- Observation of teaching and learning, to assist the identification of strengths and development needs
- Assessment of pupils progress and achievements
- Pupil/staff voice
- Self-evaluation of the subject in relation to PE Action Plan and Sports Premium Funding

Equal Opportunities, Gifted & Talented and Inclusion:

Every pupil has equal access to national curriculum PESSPA. At Flash Ley, learning experiences are differentiated to meet the needs of individuals and groups including those that have diverse SEND, gifted and talented pupils and those who have English as an additional language. A 'can do contract' will be devised through discussion between teachers, support staff, parents and where relevant medical staff.

Lesson planning, delivery and assessment aim to ensure that pupils 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. There is no distinction between activities for boys/girls; all pupils are taught all activities within the national curriculum.

Occasionally there is classroom support and this extra adult is used to ensure that pupils with additional needs can still work towards the lesson objective.

Teachers and adults other than teachers working with children will be made aware of any students who have special educational needs or medical conditions and this will be in liaison with the SENCO.

Differentiation

PESSPA at Flash Ley school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

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

Flash Ley 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 most up-to-date (2024) edition of the afPE *Safe Practice in PESSPA* is located with the PE lead.

The subject leader attends an update meeting each time the guidance is updated which is every 4 years. (Last attended October 2024)

Risk assessment and 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 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 yearly, significant risks will be reported to the head teacher.

Risk assessments for the hall and outside areas for PESSPA can be found in the school office with the Health and Safety Officer for the school.

Staff teaching PESSPA are encouraged to conduct dynamic risk assessments prior to every lesson. This will include 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, HLTA's, learning mentors and visiting coaches.

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 pupils are undertaking
- Provide training opportunities for staff linked to PESSPA
- 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 PEDPASS 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 responsible for the pupils in their care, whether through direct or indirect supervision.

External Sports Coaches

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sports licence, where relevant, and confirming authenticity of all ASL and coaches.

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

PESSPA kit

Pupils are asked to wear school PE kit for all lessons which has been chosen to be fit for purpose according to the activity, environment and weather conditions.

The subject leader communicates with parents via the school newsletter/messenger service in advance of a change of activity should this mean a change of kit requirement.

Long hair worn by pupils 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 (e.g. 'wake and shake' type activity) 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 hats/caps and loose, light clothing. Parents will be advised to provide sun cream protection for their child.

Religious and Cultural Clothing

To maximise the safe and meaningful participation, the school staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for PEDPASS- staff

Clothing and correct attire for a particular PESSPA activity represents important features of safe practice that apply in equal measures to both staff and pupils. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the rare occasion that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Personal effects including jewellery and cultural or religious adornments

Personal effects, such as jewellery, religious artefacts, watches, hair slides, and sensory aids should be removed to establish a safe working environment. Glasses should be removed unless doing so is likely to cause a risk.

Pupils who cannot remove items (like earrings) will need to be risk assessed by the teacher and may not fully participate – try to avoid total exclusion from the lesson however situations where contact is likely or equipment is being used will need to be carefully assessed by the teacher. Ongoing risk assessment needs to determine what action will be appropriate.

Disclaimers from parents about the wearing of any item of jewellery by a pupil will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Equipment and Resources

All major equipment such as gymnastics apparatus, the outdoor gym, goal posts etc are subject to an annual checks.

The majority of PESSPA equipment is stored in the PE cupboard or at the back of the stage. 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 and handling of resources

All other resources are located with the subject lead.

Any damage, breakage or loss of equipment needs to be reported to the 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 resources until such time as it is made safe. Any items 'condemned' need disposing of and are not to be used again.

Any equipment or resources that PESSPA staff feel would benefit teaching & learning should be discussed with the subject leader.

School Sports Premium Funding

The overall responsibility for the spending of the School Sports Premium Funding is with the PE subject leader, however it is delegated by the head teacher. A summary of the spend, its impact and sustainability must be reported annually on the online live link to the Government and school website and must meet the criteria.

Close discussions with the SLT and Bursars are appropriate for any major spending or projects.

Impact Assessment, Reporting and Recording

Pupils will be assessed throughout each unit of work using formative and summative assessment methods. Pupils' progress will be monitored by their teacher who will record an indication of each pupils' progress on the PEDPASS forms developed for each unit of work – these forms are available on the staff shared area. The PEDPASS forms collated over time will give the teacher an overview of progress made over one academic year. (See PE Assessment Class lists also on staff

shared) The attainment target for PEDPASS sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers use assessment to inform future planning and help children set future targets and ensure continuity of progression throughout transfer between classes and key stages. PEDPASS forms are collated centrally for all staff to use.

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