PESSPA Policy

Physical Education, School Sport and Physical Activity

Rationale:

At Hatch Warren Infant School we believe that physical activity should be experienced regularly in a safe and supportive environment that is a unique and vital contributor to a pupil's physical development and well being. By participating in physical activity before, during and after school, pupils can gain a range of physical, social, emotional and intellectual benefits.

This policy outlines the teaching, management and organisation of Physical Education, School sport and physical activity (PESSPA) in Hatch Warren Infant School. All staff have the responsibility of the implementation of this policy.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship with motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils aim to take part in at least two hours of PE a week. The physical activities we teach are carefully selected to match the breadth and ambition of the national curriculum by following the Get Set for PE scheme. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

Aims for PESSPA within our school:

- 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 skill, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- Develop their physical well-being through increased stamina and strength, 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 later in life.

Curriculum Implementation

PE maybe the first and only place where our pupils are taught safe, efficient and intelligent movement. It is also a subject where pupils acquire important health-related knowledge to help them make informed decisions about how to live a healthy, active life. At Hatch

Warren Infant School, it is considered a valuable area of the curriculum and is prioritised. Every child is given at least 2 hours of PE per week where possible.

Our progressive and coherent physical education programme (Get Set 4 PE) matches the breadth and ambition of the national curriculum and takes into account individual interests and needs. It provides activities to promote a broad based knowledge 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 are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that can affect health and well-being. It is an inclusive curriculum and all pupils are given equal access irrespective of their age, gender and cultural or ethnic background.

Whilst retaining its unique contribution to a pupil's movement education, PESSPA has considerable potential to contribute to much wider areas of learning and, as such integrated into whole school's planning for development of students' literacy, numeracy, science, geography, PSHE and computing skills.

In **EYFS,** staff:

- 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 whenever possible
- Provide resources that can be used in a variety of ways or support specific skills
- Introduce the language of movement to all pupils, alongside actions
- Provide time and opportunities for pupils 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 independence in physical activities.

During **Key Stage 1** our pupils are taught the knowledge skills and understanding they need through dance, gymnastics and games activities.

The school aims to provide all pupils with their entitlement of at least 2 hours of high quality physical education a week. This is in addition to daily physical activity that is also planned. Our lessons are generally 40 minutes in duration in Key Stage 1. A copy of our curriculum overview for PE is on the school website.

PE is rarely cancelled. The school values regular and frequent lessons to develop the children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned or the hall being in use, alternative arrangements are made. These include class-based activities or rescheduling the activity for another day.

On no account is PE used as a sanction.
Time allocated for PE is not sacrificed to provide additional interventions or help pupils to catch up with missed teaching in other subjects.

Planning the Physical Education Programme
We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum ambition leads our curriculum planning but we determine exactly what pupils need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class using Get Set 4 PE. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the pupils' needs. In addition, staff are trained to implement specific strategies for our SEND pupils, such as sensory circuits.

All our PE lessons are planned and structured to contribute to safe learning situations. Good practice equals safe practice. Pupils learning needs are assessed against the scheme of work we use. Safe practice is embedded in the leaning process and implemented into every lesson.

Our long, medium and short term plans, plus other useful PESSPA resources are stored on the school system, and these are regularly updated by the PESSPA subject leader.

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

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the sessions. Teachers conduct their own risk assessments, and plan adapted learning tasks and assessment opportunities.

Each lesson includes a warm-up and a cool-down relevant to the main activity and learning environment/weather conditions and all pupils should be physically active for sustained periods of time every lesson.

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

Assessment

Our assessment is closely aligned to the PE curriculum. We check what pupils know and can do before moving on in the curriculum. We are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving onto a new activity.

We believe modelling is important and encourage all staff to plan how to explain and model different movements and movement patterns. Pupils and staff are encouraged to name and describe movements using specific vocabulary as much as possible.

Staff use the STEP (Space, Task, Equipment, People) method to support all pupils to meet our outcomes and understand how to modify activities, particularly for SEND pupils where appropriate.

Our assessment criteria includes

- Watching pupils perform, talking to them about what they are doing and listening to them describe their work
- Gathering feedback from pupils of what has been successful and allowing them to set their own targets

The pupils are assessed at the end of each unit, this allows an overview of all progress made over the academic year.

Monitoring Standards of Teaching and Learning

Subject monitoring and evaluating is 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 PE:

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- Assessment of pupil progress and achievement
- Pupil interviews
- Self-evaluation of the subject

Extra-Curricular

In addition to timetabled PE lessons, extra-curricular experiences may be offered to all pupils to increase their competence and confidence in PESSPA.

The aims of our extra-curricular programme are to:

- provide a balance of competitive and non-competitive activities
- embed values such as fairness and respect and build character
- provide specific movement/general physical activity clubs to develop health and fitness
- provide opportunities for pupils to practice what they have learned in PE and receive targeted provision where needed
- ensure that every student is offered the opportunity to attend

To ensure the quality and sustainability of our extra-curricular programme, the school will:

- employ a range of qualified and experienced coaching staff and implement quality assurance through the subject leader
- ensure the subject leader takes responsibility for forging local community club links (taster days/advertisement/coaches visits)
- inform pupils and parents of the range of extra-curricular experiences

Daily Physical Activity

We incorporate regular movement breaks into our daily timetable. These sessions are usually dance routines, mindful moments, mini yoga, action rhymes or physical activities such as running or skipping.

Active Lunchtimes

At lunchtime pupils are supervised by trained play leaders, who provide purposeful skill and health enhancing activities that aim to improve skills, behaviour, attitudes to learning and healthy living.

Staff Development

We adopt a strategic approach to developing staff's knowledge, and how to teach it, through continuing professional development. All staff receive training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, funded by the Government, is used to upskill all staff where needs are identified.

Leadership and Management

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

- developing good classroom practice
- managing the budget including the PE and SS Premium, based on the needs identified through monitoring and evaluation of the subject, staff audit and the whole school development plan
- posting reports on the website about the allocation of the PE and SS premium and its impact
- auditing, ordering and reviewing the efficiency of the equipment and learning resource
- 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
- keeping up to date with and implementing any national, employer and local developments as appropriate

Support Staff and External Coaches

These include teaching assistants, classroom assistants, HLTAS, 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 and enhance any activity pupils are undertaking
- provide training opportunities for all staff linked to PE and SS premium funding (key indicator 1)
- provide additional opportunities for extra-curricular experiences

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 PE is 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. The teacher always remains overall responsibility for what is taught and the conduct, health and well-being of the pupils.

The head teacher remains responsibility for the safe recruitment procedures, disclosure certification, possession of a governing body of sport certificate/licence, where relevant, and confirming authenticity of all external coaches.

Equity and Inclusion

Every child is taught to be the best they can in PE. We are aware of pupils who come from disadvantaged backgrounds and provide equitable leaning environments. Support is provided to ensure each child can succeed.

We contextualise the learning environment for the pupils focusing on adapting the content, teaching models and approaches, learning tasks and equipment/resources to cater for all pupils.

The way PE is taught is central to ensuring enjoyable, positive, and meaningful experiences for all pupils. Teachers should ensure that all pupils are welcomed into PE and should adopt specific strategies for including all pupils. Stereotyping through gendered activities and approaches should be challenged to ensure all pupils are able to participate without fear or prejudice.

Health and Safety

We follow the PESSPA guidance provided by the Association for Physical Education (afPE); Safe Practice in Physical Education, School Sport and Physical activity'. This is a comprehensive guide to safe practice and managing risk in PESSPA and staff can be guided to an online copy. We also follow Hampshire County Councils PESSPA guidance.

Risk Assessment/Managing Risk

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.
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.

Teachers are encouraged to carry out 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.

Concussion

If a pupil has a blow to the head, they must be removed immediately from the lesson and medical care sought as soon as possible.
All concussions need to be taken seriously.
Our school has a clear protocol and procedures for head injuries as part of our whole school first aid and emergency treatment policy.

Weather conditions

Pupils should wear sufficient and appropriate clothing for the weather conditions in order to minimise the risk of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.
Our policy is when pupils are participating in hot weather, parents are reminded to provide sun-cream protection for their children. We also ask parents to ensure pupils arrive in hot weather with a hat and these are worn for outdoor PE lessons, playtimes and lunchtimes.

Clothing for outdoor lessons should allow good freedom of movement, but will also need to offer some insulation from cold weather in winters. Additional layers for warmth are advisable and we allow pupils to wear their coats if safe, i.e., no belts, buckles or anything that is deemed a hazard.

PESSPA Clothing and Footwear

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

Indoor and outdoor clothing and footwear

At Hatch Warren Infant School for indoor sessions:

- red or white t-shirt
- black tracksuit bottoms/leggings
- black shorts or leggings for gymnastics
- sports jumper or hoodie
- trainers

For outdoor sessions:

- red or white t-shirt
- black tracksuit bottoms/leggings/shorts
- sports jumper or hoodie
- trainers

Long hair 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 (movement type breaks), it is acceptable for children to remain in school uniform. During this type of activity, children work within a small area or on a spot, and safety concerns will be reduced.

Religious and cultural clothing

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

Clothing for PESSPA – 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 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.

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 (including glasses if not needed for that situation) should be **removed** to establish a safe working environment whenever possible. Ongoing risk assessment needs to determine what action will be appropriate, such as taping earrings if the child is unable to remove themselves, the taping should be done by the child not the adult. For religious items or medical bracelets, a sweatband may be worn to avoid catching if unable to remove, this should be the last resort. 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 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. The children at our school come to school in their PE kits on PE days, if we do need to change EYFS and KS1 students will change together in their classrooms. Staff are present during changing times to ensure pupils are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the PE shed near the lower playground, with the exception of some equipment being stored in the hall. All equipment is regularly checked and reviewed by the PESSPA subject leader.

Staff and pupils are encouraged to:

- look after the 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 PESSPA resources.

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 individual should be able to access the resource until such time as it is made safe.

The PE and Sport Premium Funding

Since 2013, the government has dedicated an annual primary PE and Sport Premium that goes directly into primary schools. It continues today and schools are required to publish details of how they spend their PE and sport grant and evidence the impact of this funding. Details of how we spend the PE and Sport Premium Funding can be found on the school website.

At Hatch Warren Infant School we have a dedicated 'Link' Governor who liaises with the PESSPA subject leader on the PE and Sport Premium funding and all matters pertaining PESSPA. Governors are responsible for the spending of this funding and ensuring it meets the requirements of the condition of the grant.

Review of the PESSPA Policy

The review of our PESSPA policy takes place every two years or if any incidents or significant changes occur.

Policy to be reviewed: Bi-annually Date: September 2028