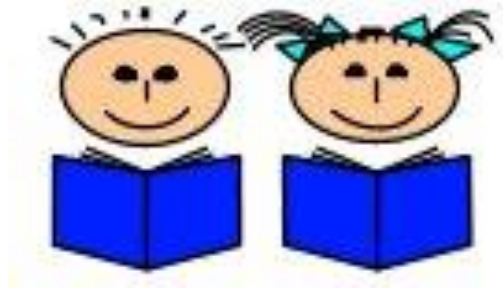


# Whitwell Primary School



## PESSPA Policy

The Governing Board adopted this policy on **05.09.2022**

Signed \_\_\_\_\_ Chair

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## Vision

At Whitwell Primary School, we want the children to be the best they can be in all areas and aspects of life, both in and out of school. This is underpinned by our school motto:



Our PE curriculum develops children's hands, head and heart so they can be the BEST they can. PE helps children to be active and physically literate. PE allows children to think creatively beyond the classroom and develop confidence, determination and resilience. PE promotes healthy minds and bodies, teamwork and respect for others. Through Whitwell's high quality PE programme, our children will develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

## Intent- Our Aim

At Whitwell Primary School, we recognise the importance of PE and the role it has to play in promoting long-term healthy lifestyles.

### We aim to:

- Develop our children's physical competency in a broad range of physical activities.
- Provide high quality PE and a wide variety of sports which develops successful learners.
- Encourage our children to be physically active for sustained periods and recognise the positive impact on their emotional well-being and health.
- Inspire our children through fun, inclusive PE lessons that will promote a lifelong love of physical activity and further participation in sport and activity.
- Provide our children with active opportunities that will allow them to make informed choices about active lifestyles throughout their lives.
- Develop our children's leadership skills and help embed respect, teamwork and honesty through opportunities to take part in competitive sport.
- Develop our children personally; developing resilience, determination and self-belief that can be applied to all they do.

## Rationale

This policy recognises how Physical Education is an integral part of the process of education and plays an important role in the total development of each child. *"A high-quality physical education curriculum inspires all children to succeed and excel in physically-demanding activities. It should provide opportunities for children 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."* (National Curriculum 2014) PESSPA develops the whole-child thus supports whole school improvement.

## PE Curriculum

### Implementation

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school from Nursery to Year 6. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and children in each year group to create a broad and balanced curriculum that is exciting for our children to learn through.

Our medium-term plans give details of each unit of work for each term. These provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The associated short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. The lessons are accompanied by supporting resources including skills videos. Teaching points appear throughout to help teachers with their subject knowledge and differentiation tasks provide activities with simple changes to challenge all children. Lesson objectives and outcomes are shared with the children so they can measure their success and identify next steps.

We encourage the physical development of our children in the Nursery and Reception classes as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Children participate in two high-quality PE lessons each week, covering two sporting disciplines every half term. A timetable showing when each class' sessions are is displayed in the staffroom. PE is taught by class teachers and HLTAs. All relevant staff receive C.P.D. in light of an annual audit. Where PE specialist coaches are used, they work alongside the class teacher to develop the teacher's skills and ensure for high quality teaching and learning. Newly Qualified staff attend courses to upskill and observe others.

In EYFS and Key Stage One, children are given opportunities to extend their agility, balance and coordination, individually and with others. Children engage in competitive (both against self and against others) and co-operative physical activities such as dance, gymnastics, yoga and master basic movements including running, jumping, throwing and catching. Physical Literacy is delivered in EYFS by trained staff and used as an intervention in KS1. Balanceability is undertaken annually in EYFS and KS1.

In KS2, children have an indoor and outdoor session per week (weather permitting); where they continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Children evaluate and recognise their own success. Fitness units are taught to encourage children to be physically active and set personal bests. Sports include: dance, gymnastics, tag rugby, basketball, football, High 5 netball, hockey, tennis, kwik cricket, tri-golf and handball, as well as athletics, orienteering and yoga. All Year 5 children are given the opportunity to complete the Bikeability program. Two residential trips are offered to promote outdoor adventurous activities off-site: these include Y4-5 either Lea Green or Whitehall and Y6 trip to the Isle of Wight.

On entry to Whitwell Primary School, each child is allocated a house team (Blue, Red, Green or Yellow). The children remain in this house team for their duration at the school. These groups are used in PE lessons to encourage intra-competition. They are also used for Sports Days and sports events.

PE 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 or rescheduling the activity for another day. If a suitable indoor space is available, the activity could be taught inside with moderation or adaption, still allowing the learning intentions to be achieved.

### **Impact**

All children will leave Whitwell Primary School:

- Equipped with fundamental skills to competently partake in a broad range of sporting games or physical activities.
- Equipped with positive experiences that have inspired their passion for physical activity or sport beyond the classroom.
- Able to set targets for themselves and compete against others; showing respect and fairness.
- Able to persevere, succeed and acknowledge others' success.

- Able to take the initiative, lead activities and focus on improving their performances.
- Lead healthy and active lives and make positive life choices.

## Swimming

Currently Upper KS2 are given the opportunity to swim at the Arc Leisure Centre. Children travel to the pool by bus. If children forget their swimming kit, parent/carers are contacted. If parents are not able to bring the swim kit, then the child remains in school and joins the other parallel class. They swim all year until they achieve the national expected 25m.

Children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

We use the Primary PE and Sport Premium Funding to offer catch-up sessions in the summer for those who have still not yet met the national expectation of 25m. We aim to use the Primary Sports Premium to allow children in Lower KS2 to go swimming in future years.

## Cross-Curricular Links

PE at Whitwell Primary School provides a rich learning environment, designed to support other curriculum areas. PE is used by the whole school as a catalyst for wider learning. It makes an active contribution to children's social, moral, spiritual and cultural development. Skills such as evaluation, self-reflection, cooperation, negotiation, speaking & listening and resilience are developed. Major sporting events are planned into the curriculum including The World Cup, Olympic Games, Winter Olympics and Paralympics.

PE has extensive links to most areas of the curriculum allowing for cross-curricular teaching.

Below are *some* examples:

### Maths:

- Counting and using the four rules when scoring games
- Recording time using stopwatches when running over variable distances, or time keeping games
- Measuring distances when throwing and jumping

### English

- Communicating with others
- Providing structured feedback
- Learning of key vocabulary

### Science

- The effects of exercise on the body
- Developing an understanding of momentum and how it helps to build force and enable rolls
- Learning the names of muscles in body tension exercises
- Exploring weight transfer for jumping and throwing for distance

### Geography

- Reading maps to navigate around a course
- Learning how to orientate a map

### Music

- Expressing an understanding of rhythm through movement
- Counting music to create movement
- Counting to stay in time with music and a group

### Computing

- Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills
- Videos of professional/skilled athletes used to help develop good technique

#### **PSHE**

- Developing leadership skills when coaching others
- Developing relationships through partner and group work
- Understanding the need to follow rules and play fairly
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion

#### **Inclusion**

PESSPA at Whitwell Primary School will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to children's diverse learning needs
- Strive to overcome potential barriers to learning and assessments for individuals and groups of children.
- We use the STEP (space, task, equipment and people) principle to adapt PE and make it accessible to all.

Challenge can be increased or made simpler by:

- changing distance, height, size, or location of the space used
- changing rules, roles, progressions, conditions and complexity in the task
- changing what is being used
- changing groupings or how the children play together

The plans show the prior learning and have a support and extension activity when needed. Teachers make baseline assessments of fundamental movement skills to identify children with Special Educational Needs and Gifted & Talented children in PE.

Where a child is unable to participate in a lesson, the teacher will give them a role card, such as scoring or equipment manager. Pre-empted Long-term non-participation will be planned for.

#### **Assessment & Progression**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the children will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the School's PE progression of skills and progression ladders document. Get Set 4 PE knowledge organisers are shared with the children at the beginning of each unit and are displayed in each classroom.

#### **Monitoring & Evaluation**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.
- Self-evaluation of the subject in relation to PESSPA and sport premium.

#### **Safe Practice in PESSPA**

Whitwell Primary 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 (2020) of the afPE Safe Practice in PESSPA is located in the staffroom (on the coffee table with the staff meeting minutes).

We have an assigned first aider for the school who is responsible for ensuring each class has a first aid box. Each class teacher is responsible for taking the first aid box with them to PE lessons. Children suffering from

asthma take their inhalers with them. Children with diabetes are monitored closely throughout and after PE lessons by staff. Children with life-threatening allergies take their Epi-pens with them. Accidents are reported to parents following the school health and safety policy.

The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor. Risk assessments of the hall and outside area, are carried out termly by the Headteacher (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999). The Subject Leader is responsible for maintenance, checking and storage of equipment. Children are taught early on how to move and handle equipment safely. In the event of a fire alarm, children are to exit the hall to the KS1 playground. If children are barefoot then shoes need to be slipped on quickly.

Teachers are expected 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.

For offsite activities, relevant risk assessments have been undertaken, a first aider is assigned and parental consent sort with medical details.

## **Facilities, Resources & Equipment**

### **Facilities**

Whitwell Primary School is blessed with fantastic grounds. It houses 2 playgrounds. The KS2 playground has been marked with netball and basketball courts and equipped with posts, whilst the KS1 yard has tennis markings, basketball nets and playground games. EYFS have a separate fenced playground with a climbing frame and continuous provision to encourage physical development. There is a large field marked seasonally according to the sports taught. In the Autumn, it has numerous football pitches marked, in the spring cricket wicket and rounders marked and in the summer the athletics track. The path allows for scooters to be used away from the playground. There is a hall with multiple court markings. The hall is equipped with gymnastic climbing equipment. At the front of the hall, there is a noticeboard promoting PESSPA as well as a webpage on the school website.

### **Resources**

The school currently uses *Get Set 4 PE* to teach PE. Every teacher in school has access to the entire PE planning through the Get Set 4 PE website (<https://www.getset4pe.co.uk/>) The PE coordinator cross references the virtual PE cupboard, which details recommended equipment and the amount stated to teach each lesson for a class of 30, with our PE provision on a termly basis. The lessons are accompanied by supporting resources including skills videos. Digital copies of these plans and resources are available on the staff server in the PE Subject Leader folder and hard copies are available from the PE Coordinator. Additional resources used to support PE teaching are also stored on the server and with the coordinator.

### **Equipment**

Adjoining the hall is a large storage PE cupboard – which houses equipment for all of the areas covered in the curriculum. To the side of the KS2 playground are two metal sheds. One houses 15 scooters and helmets for KS2 use at playtimes. The other houses lunchtime play equipment and is maintained by the Y6 Playmakers who lead and manage active lunchtimes. There is also one on the KS1 playground. There are 15 KS1 scooters and helmets stored in the cupboard outside the old changing rooms. School sports kits are stored in the annex classroom.

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 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.

### **PE Kit and Changing**

School PE kit is worn to enable children to participate safely and fully in all aspects of the lesson. Children come to school in their PE kits on the days they have PE to allow for longer sessions and maximum participation.

The children are to wear the following:

For indoor PE:

- Black or blue shorts (shorts should be approximately knee length)

- White /blue full length t-shirt (no crop tops)
- Black **indoor** plimsolls (to put on)
- Barefoot for gymnastics (to increase balance) Children take their shoes off once at the hall.

During the colder months, children may have black joggers over the top of shorts or bring their shorts to put on later. They will need their school jumper / cardigan over their t-shirt.

For outdoor PE:

- Black or blue leggings or bottoms
- Dark coloured trainers (no bright colours)
- White/ blue full length t-shirt (no crop tops)
- School jumper or black jumper

Football kits, branded sportswear or logos are not permitted.

For safety reasons, children should not wear jewellery. If children have pierced ears, the studs will need to be removed safely or taped over. **Children will not be allowed to take part in the physical activities with untapped earrings in.** Children will be expected to bring their own tape. Hair longer than shoulder length must always be tied back to prevent entanglement in apparatus and to prevent obscuring vision. Children who are unable to take part in the physical lesson, are given a role card so they are still involved in the lesson.

For classroom based movement in a limited space or 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 are reduced.

In hot weather, protection from the sun is advisable; therefore children can wear caps.

### **Religious and cultural clothing**

To maximize 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.

### **Staff clothing**

Staff are to wear their school PE kit, which consists of a white embroidered polo-shirt, dark blue embroidered hoody, suitable black bottoms (leggings, joggers, shorts) and trainers. Jewellery must be removed (except wedding rings) and hair longer than shoulder length should be tied up. When teaching gymnastics staff should also take part barefoot. A whistle is essential to signal immediate stop.

### **Staff**

The PE lead is responsible for the overall implementation of this policy and ensuring there is high quality teaching and learning in PE throughout the school. Each class teacher is responsible for ensuring they follow this PE policy and school guidance within their class. **No adults supporting learning (ASL) should operate independently.** Teaching Assistants may work with a small group alone but need to be managed effectively by the teacher, who remains legally responsible for the children in their care.

Bolsover District Sports Partnership are the external partners in supporting Whitwell Primary School to deliver high quality PE. Staff training needs are identified on an annual audit and individual and whole school C.P.D. opportunities are offered to staff as a result of this survey and monitoring. Newly Qualified staff attend courses to upskill; observe others and external coaches from Bolsover District Sports Partnership and Bolsover District Council help to deliver lessons.

### **External Sports Coaches**

The subject leader and Business Manager follow safe recruitment procedures and request all disclosure certification and sports certifications where relevant. These are kept in the office. The subject leader meets with the sports coach prior to discuss the school policy, class structure and lesson coverage. The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the children.



## **Out of School Hours Learning (OSHL)**

The aims of the out of school hours learning (OSHL) programme is to extend and enrich the work being done during the curriculum PESSPA and allow children opportunities to develop the skills. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

Most school clubs are more sport specific in nature and often lead to inter school competitions. However, ALL children are encouraged to join school clubs, regardless of ability, as our aims are to increase participation, to improve skills and fitness levels and to promote teamwork and leadership. Clubs for KS1 focus on fundamental movement skills and multi-sports. The school has developed strong links with a variety of local community clubs. As a result, the school enables gifted and talented children to develop further, whilst encouraging all children to establish links for later life.

Bolsover District Sports Partnership offer a range of competitions and festivals across the year to all ages. This allows most classes to engage in sports and activities offsite and compete against other schools. Programmes such as Scooterwise, Bikeability and Balanceability are delivered to develop competence and promote active travel and active lifestyles. Whole school events such as Skip2Bfit, Boogie Bounce, Sports Relief and Team Building days give opportunities for all to be physically active for sustained periods of time. During the Football World Cup and Olympic Games, intra-competitions take place. The school sport webpage now hosts home learning challenges for families to stay active at home.

Residential trips are planned for to provide a broad range of physical activities in addition to those delivered at school. During these days, children are physically active for sustained periods of time.

## **Active Break & Lunchtimes**

Whitwell Primary School encourages children to be active during break and lunchtimes. In the Autumn, Bolsover Schools Sports Partnership train the Y6 children and midday supervisors on how to lead and manage activities. The children showing great leadership qualities are recruited on the School Sports Crew, who lead the playmakers. In the Spring, Y5s are then trained mini-leaders and deliver activities and games on both KS1 and KS2 playgrounds. These are managed by the Y6 Playmakers. There are two playtime sheds- one on each yard- where playtime equipment is stored and organised by the mini-leaders. The KS2 playground has been marked with netball and basketball courts and posts, whilst the KS1 yard has tennis markings, basketball nets and playground games. The field has football nets of different sizes for the different age groups. Each class has a set of individual skipping ropes. Scooters are timetabled to a class weekly for break time. All children take part in the Daily Mile. The Daily Mile aims to increase children's physical activity levels by running/walking or a combination of both for 10 minutes a day in school

## **Communication & Celebration**

Local sports clubs and extra-curricular opportunities are shared with children in assemblies and the sports noticeboard in the hall. Families are informed through leaflets, the school website, text and emails. Staff have a PE and sport update in weekly staff meetings.

Progress in PE is shared in end of year reports. Below and above expected attainment is shared at parents' evenings. Sports personality of the year is awarded in the Year 6 Leaver's Assembly. Participation and success in competitions/ festivals is celebrated in whole school assemblies. Certificates and Wellians are awarded and presented to all who participated. Star players are chosen who displayed one or more of the spirits of the games (determination, honesty, passion, respect, self-belief, teamwork). Team photographs and match reports are shared on the school sports page on the website. A termly newsletter is sent home which highlights the terms sporting success. Children who take part in extra-curricular activities outside of school are encouraged to share their participation and success in Wednesday assemblies to the whole school and are rewarded with Wellians. Whitwell Primary School is working at gold School Games Mark.

## Leadership & 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 on the needs identified through monitoring and evaluation of the subject, staff audit and the 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, learning resources and accommodation management to ensure children are well taught and protected
- Attending courses to further their own professional development providing information, support and appropriate continuing professional development for colleagues
- Monitoring classroom practice, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- Making all resources available to staff
- 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

## Primary PE & Sport Premium

In April 2013, the Government announced new funding of £150 million for physical education (PE) and sport. This funding should be used to improve the quality and breadth of PE and sport provision. The funding has been provided to ensure impact against the following OBJECTIVE:

- To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of **all** children in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all children
5. increased participation in competitive sport

To view Whitwell Primary School's latest PE & Sport Premium action plan, click here:

<https://www.whitwellprimary.co.uk/pe-and-sport-premium/>

## Review

This policy is to be reviewed every two years and modified as necessary.



Our PE curriculum develops children's hands, head and heart so they can be the BEST they can.