

St. Monica's Catholic Primary School



Physical Education, School Sport and Physical Activity Policy

Strive to succeed in the presence of God.

Policy written by Karen Borley
Agreed February 2021
Reviewed every two years

Primary Physical Education Policy

Our intention at St Monica's Catholic Primary School is to ensure that physical education 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.

Physical education 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 a 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 Physical Education are for our pupils to;

- 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 as well as social, personal and leadership skills and be able to apply those skills across 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.

Curriculum

All our PE lessons will be well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage we think through the following process:

- "This is what I want pupils to learn. This is how I plan for learning to take place. Is the learning experience safe?"
- Pupils' 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 Monica's, class teachers teach physical education to not only develop and maintain their skills and understanding of the subject but also because they know their pupils' personal, social and health needs and make appropriate cross curricular links where they exist.

Our long, medium and short-term plans, plus other useful PE resources, are stored on the school's shared drive and these are regularly updated by the PE Subject Leader. Teachers need to plan their own learning objectives and outcomes to suit the needs of the class and these are made clear to pupils. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils' understanding of, and ability to apply effectively, principles of safe practice. Teachers should also conduct their own risk assessment, 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 pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components 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 IT are strongly encouraged to enhance learning.

Swimming takes place at Southgate pool for all Year 5 pupils, for 7 weeks of the year. Lessons are planned and delivered by the pool provider's swimming instructors but class teachers are strongly encouraged to assist and support with the sessions. The instructors will provide assessments at the end of each term and deliver a session, in-school, on water safety.

Implementation of the Curriculum

Pupils are entitled to a progressive and comprehensive physical education programme, which embraces current Statutory Orders of the National Curriculum and considers individual interests and needs.

At St Monica's, PE is delivered at any point during the whole school day and a timetable showing when each class is either outside or inside is displayed in the corridor outside the staffroom. All classes have at least two hours of PE each week. All class teachers will seek opportunities to develop the learning through a cross curricular approach.

Our curriculum will provide activities to promote a broad base of movement, knowledge and skills placing pupils in co-operative, collaborative and competitive situations which 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 Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background.

Whilst retaining its unique contribution to a pupil's movement education, physical education has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' literacy, numeracy, science, geography, PSHE and ICT skills.

In the **EYFS** practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children 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 children, alongside their actions
- Provide time and opportunities for children 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

In **Key Stage 1** practitioners should:

- Ensure pupils are taught knowledge skills and understanding through dance, gymnastics and games activities.

In **Key Stage 2** practitioners should:

- Ensure pupils have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).
- Ensure all pupils receive the entitlement of at least 2 hours high quality Physical Education a week. This is delivered through 2x 60-minute lesson per week.
- Ensure pupils have access to a broad and balanced curriculum programme of study. A copy of the long-term curriculum map from Y1-Y6 is available on the website.

Progression in the Physical Education Programme

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely, their skill and understanding in **PESSPA**. All pupils should be enabled to achieve success in an environment that safely meets their needs. Applying the **STEP** framework can help with the setting of appropriate challenge.

- **Space:** where the activity is happening?
- **Task:** what is happening?
- **Equipment:** what is being used?
- **People:** who is involved?

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being

Inclusion

All pupils are entitled to access a full programme of PE as possible. (See Equality Act 2010)

Physical education at St Monica's 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

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice.

- To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.
- The SEND chapter in the AfPE Safe Practice document, pages 64-76 is an excellent reference tool for specific information and all the staff are aware of this section.
- Medical needs: pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach, commentator, videographer. Parents will need to email the school office providing reasons why their child cannot take part in the PE lesson. Following an injury, parents must inform the school when their child is able to take part in lessons.

'Tiger Team Gym Intervention'

"Tiger Teams" is a physical activity for children with co-ordination difficulties. The school runs a 'Tiger Team Gym Intervention' for children before and after school. This includes problems with gross motor skills, which are often observed during PE lessons, for example children who find it difficult to:

- dress and undress for PE;
- manoeuvre on and off PE apparatus;
- use PE apparatus which takes them off the floor;
- jump with two feet together;
- balance on one leg;
- throw a ball or beanbag with control and direction;
- run in a coordinated manner.

The aims of the Intervention are:

- To build up muscle stability and strength;
- To improve core stability;
- To improve balance and co-ordination;
- To establish controlled body movements and reduce accessory movements;
- To improve confidence and self-esteem.

Gifted and talented programme

- PESSPA staff identify and develop gifted and talented* pupils in PE and provide support, enabling them to reach their full potential in one or more of the following areas: athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

*Gifted = unique ability and Talented = potential to achieve high levels.

Assessment of Pupil Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Pupils should continue to implement 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

At St. Monica's, class teachers teach PE and use the Enfield scheme of work to support planning. There are units of work for all six areas of PE and these have been positioned in and across the year groups to achieve a broad, balanced and progressive programme.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work are annotated accordingly. The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health). Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to purely identifying what physical skills (hands) they have acquired.

When appropriate, the PESSPA team and class teachers should use assessment methods to capture learning in these three domains. Common methods used on a day to day basis include peer observation, videoing and analysing performance and using learner statements. All these methods can be integrated into the learning activities to assess pupils' knowledge, skills and understanding. In addition, assessment information recorded in this way can be kept as sampled evidence and be helpful in moderating teacher's judgements. Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against the statements in the Expectations document, which can be found on the staff shared drive. The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging – not quite met the learning objectives (or only met with support)

Expected – successfully met the learning objectives

Exceeding – achieved over and above what is expected

At the end of each unit of work, class teachers are expected to video record their class and the short clips are uploaded onto the staff shared drive and saved into the respective year group PE folder, named with the unit of work. These can be very useful for other class teachers to see and can be used for moderation purposes. Gifted and talented pupils, emerging groups or causes for concern, will be noted (identified in pupil progress meetings) and appropriate interventions put into action if required. Overall judgements will be transferred onto a class assessment list at the end of each academic year.

Management

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.

- Reporting on the allocation of the PE and Sport Premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources are managed to ensure pupils are well taught and protected
- Attending courses to further own professional development and providing information, support and appropriate CPD for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved.
- Make all resources available to all staff, including H&S policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any National, employer and School Sport Partnership developments as appropriate.

Clothing, Footwear and Personal Effects

Clothing for pupils

All children should have a clearly named PE kit at school every day.

Our PE kit consists of:

- A green t shirt – with the school logo on the front (optional)
- Green shorts /leggings/tracksuit bottoms
- Trainers

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

- Long hair should be tied back for every lesson with a suitably soft tie.
- All piercings must be removed. If a child has recently had their ears pierced, we will accept a letter from parents removing responsibility from teachers in the event of an injury occurring while their child takes part.
- PE kits should be taken home in the holidays for washing.
- Tracksuit bottoms and jumpers (and suitable coats) may also be worn for outdoor activities in cold weather. In gymnastics and dance bare feet for improved quality of movement and safety are recommended. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to walk in bare feet.
- Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats. (A copy of what the children can wear for swimming is in the Borough swimming handbook. Please ask the PESSPA Leader for a copy).
- If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper, videographer etc.

Protective Equipment:

- We strongly advise the provision of mouth guards for hockey when the pupils are using a hard ball and shin pads for competitive matches. Parents will be informed of the need to supply this equipment if their child is representing the school in extra-curricular time.
- Swimming goggles are not recommended for short school swimming lessons (typically 25- 30 minutes water time).
- Section 13 pages 204 of the AfPE Handbook provides further information on Personal Protective Equipment.

Changing Provision:

This principle is about ensuring **dignity, decency and privacy** where needed be it for physical development or other individual needs.

As St. Monica's lacks purpose-built changing rooms when changing for PE, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils can change in separate areas. Staff are present during changing times to ensure children are safe at all times.

Clothing for staff:

- Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading PESSPA clubs and activities and be a role model.
- See p212 in the AfPE Safe Practice document for more information on earrings and sensory aids.

Risk Assessment/Managing Risk

- Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated 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.
- All our risk assessments can be found on the staff shared drive under - risk assessments.
- Also, teachers in school are encouraged to carry out dynamic risk assessments prior to every PE 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 use an alternative approach.
- 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 & Safety at work regulations 1992), significant risks will be reported to the Headteacher.

First Aid

- The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.
- The First Aid chapter in the AfPE Safe Practice document, pages 94-119 is an excellent reference tool for information on first aid kit contents, defibrillators, accident and emergency procedures including dealing with concussion. All the staff are aware of this section and also when and where to report accidents.

Managing Equipment

- At St. Monica's, we try where possible to purchase equipment that has a British and European Standards Kite mark (BS and BS EN respectively).
- Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.
- All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience.
- Where equipment is deemed unsafe, but repairable, the member of staff must move it well away from the working area, label it clearly and report it to the Site Manager.
- Mats/gymnastics equipment: mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).
- Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.
- Crash mats, springboards and trampettes are only to be used at after school gymnastics clubs, and not in curriculum time, where qualified practitioners know how to use this advanced apparatus.

Storage of PE Equipment

- Most of the games equipment is kept in the large hall's cupboard. Gymnastics equipment is stored in and around the halls.
- It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

Transporting Pupils

- The AfPE safe practice book Section 16 pages 227-236 is an excellent source of reference for information on parental consent in relation to transporting pupils, seat belts and child restraints, pushing wheelchairs, use of private cars and minibus driving.
- We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events when their child may be transported to an event. The office staff are required to check parents' insurance and driving license documents.

Support Staff

Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high-quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff linked to PE Premium Key Indicator 3
- Provide additional opportunities for out of school learning hours

All additional support staff and coaches will receive appropriate access to School, LA and SSP 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 support staff should operate independently in a gymnastics lesson where equipment is used. 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 support staff.

Staff Training and Support

- Opportunities are taken by the PE subject leader and colleagues to attend CPD*, as and where appropriate, to increase confidence and competence to deliver high quality PE.
- Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff.
- The subject leader collates the information and evidence on the effective use of the PE and school sport premium. All staff are briefed on safe practice and know where to find the PE policy and the AfPE Safe Practice document.

*CPD= continuing professional development. The PE Team organise a calendar of CPD opportunities for all schools buying back into their service.

External Sports Coaches

The Headteacher 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 additional support staff and coaches.

PE and Sport Premium funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that schools should use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

All schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. This information is posted on the website and reviewed regularly by the Governing Body.

Link Governor

As governors are responsible for the spending of the PE grant and ensuring it meets the requirements of the conditions of the grant, it is best practice is to have a nominated governor or trustee with whom the PE subject leader liaises on all matters PESSPA premium.

- Our PESSPA Link Governor is Fionnuala Hegarty

Digital Technology

- At St Monica's all staff are clear about when and who can photograph students and how images might be used to promote PESSPA using various online media and display boards in school.
- We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised.
- We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.