

Physical Education and School Sport (PESS) policy

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Highfield J&I School
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Rationale

Highfield J&I School recognises that excellent physical education, school sport and physical activity (PESSPA) provision not only improves health, reduces stress, and improves concentration, but also promotes positive physical growth and development. We recognise that exercise has a positive influence on academic achievement and the overall health and wellbeing of our pupils. As a school we adopt a holistic, whole school approach to embedding and raising awareness of the positive effects of PESSPA in order that teachers, children, and the wider community are aware of its importance and benefits. We provide a broad and balanced programme of PESSPA and believe every child should have access to an offer that is enjoyable, purposeful and inspires them to be physically active throughout their lives.

This policy provides good practice guidelines for the organisation and delivery of PESSPA and establishes common codes of practice for children and staff across school. This ensures that PESSPA is delivered in a well-managed, safe and educational context. It also provides clarity on statutory requirements and national codes of practice.

Curriculum Intent statement

At Highfield J&I School we are committed to providing high quality physical education for all of our pupils. We strive to achieve this by providing purposeful learning environments where children are challenged appropriately in lessons that are safe and inclusive for all pupils. At our school we place the children at the heart of learning, and we work hard to ensure that every child has the foundations in life to be the best that they can be. We believe, that through a comprehensive and well balanced PESSPA offer we can provide the platform for children to:

- Develop their social skills.
- Become physically literate through an emphasis on developing fundamental movement skills.
- Develop competency in technical skills and be able to apply them in practice.
- Make positive decisions such as selecting the best skill or strategy.
- Ignite a child's interest in physical wellbeing and a healthy lifestyle in order to establish positive lifestyle habits.

Curriculum Implementation

At Highfield J&I School, PE provides a challenging and enjoyable offer of learning through a broad and balanced curriculum including the following units of work; fundamental movement skills, athletics, invasion games, net & wall games, strike and field games, gymnastics, fitness, dance, swimming and outdoor & adventure.

Our sequence of learning taught through the Get Set 4 PE scheme of work, sets out the PE units which are to be taught annually and ensures that the requirements of the National Curriculum are fully met. Teachers use this scheme to support their planning whilst also adapting the lessons to support the needs of their class. Teaching staff should utilise the Physical Education curriculum map to inform the unit of work being taught each half term. The resources support teaching staff in delivering high quality physical education and ensure that progressive curriculum content is being taught. Teaching staff delivering physical education hold the responsibility of ensuring that the units of work outlined are being utilised consistently and are adapted where required to meet the individual needs of their pupils and ensure that PE is inclusive for all.

Children in Nursery and Reception are allocated two hours of physical development time in addition to the physical development continuous provision offered within the EYFS environment. Pupils in both KS1 and KS2 should engage in two hours of PE each week covering two different disciplines every half term.

Swimming is taught as a unit of work at school. Swimming is recognised as an imperative part of the children's development and further opportunities to swim will always be sought where possible. Water safety is also taught as part of the swimming curriculum.

Assessment

Assessment in PE is completed by teaching staff every term. Teachers and sports practitioners will use their assessment during lessons to make an assessment based on the skills taught at the end of the unit. Teaching staff will then record this using the assessment sheets in place.

- WB- Working below Age Related Expectations for those skills taught.
- WT- Working towards Age Related Expectations for those skills taught.
- Wat- Working at Age Related Expectations for those skills taught.
- WA- Working Above Age Related Expectations for those skills taught.

Enrichment opportunities

To provide children with access to sport and physical activity above and beyond their school day we run a wide variety of extra-curricular clubs before school on an open-access basis. Children are encouraged to participate in a varied range of extra-curricular activities throughout lunchtime, before and after school. Daily opportunities are provided for children to attend extra-curricular sports clubs with the aim of providing children with 60 minutes of physical activity every day. During lunchtimes children have access to a wide range of activities and clubs led by our play workers, sports apprentices and sports coaches. We actively encourage all children to take advantage of these free daily opportunities.

Details of the forthcoming club activities are sent out at the beginning of each term; this enables children to select the clubs that they wish to attend. The take up for enrichment clubs is monitored regularly to ensure a broad and balanced approach. There may be occasions whereby clubs are organised to positively discriminate if any particular group is found to be misrepresented e.g. girls football. Due to the high demand for places in our enrichment programme, children are reminded of the importance of attendance to help foster a healthy lifestyle habit and maintain their place. Children will be selected for these activities on a first come, first served basis. During out of hours clubs the school behaviour policy applies.

Sports Competitions

All children are encouraged to participate in a range of competitive opportunities including 'personal challenges' which take place during the mid-day break. Schools play regular sporting fixtures against other schools within the local area and regionally. This introduces a competitive element to sports and allows the children to put into practice the skills that they have developed in their curriculum lessons and after school clubs. These competitions facilitate the opportunity for our pupils to foster core values such as resilience, teamwork, self-belief, perseverance, and respect. Sports teams are selected from the children who attend enrichment clubs and those who have trialled for teams. In addition to this staff actively seek feedback from class teachers to identify any children who have shown an interest in representing the school. All pupils will have the opportunity to compete in level 1 sports competitions within teams at their respective school's sports days. School also engages with level 2 games for Key Stage 2 with other schools across the Prince Albert Community Trust.

Curriculum Impact

The impact of the curriculum is measured through learning walks and pupil voice. Pupils will take part in termly opportunities to express their views on PE, discussing what they liked, what they learnt and if there is anything they thought could have been better about their area of learning. Pupil voice is an excellent resource that subject leaders use to determine the enjoyment and enthusiasm for learning in their subject.

Utilising the Get Set 4 PE scheme has allowed staff to gain confidence in teaching PE and the resources available support staff to ensure high quality teaching in PE across the whole school.

The following outcomes are a result of our Physical Education curriculum:

- Pupils will develop confident and competent knowledge and understanding through a wide range of PE, school sport and physical activity opportunities.
- Develop self-esteem through peer assessment, identifying where the skills taught have been applied successfully
- Understand how to succeed in a range of physical activities, and how to evaluate their own success
- Develop an understanding of lifelong healthy living which includes personal, social, emotional, and mental health well-being
- Participate in a range of enjoyable, sustained physical activities in lessons and from a well-planned program of opportunities throughout the school day
- Develop an understanding of how they feel during exercise
- Develop a knowledge of a range of professional sports in the wider world
- Meet the National Curriculum requirements for swimming and water safety,
- Attainment at the end of Year 6 that is at least age related

Out of School Hours Learning (OSHL)

General Information for running an OSHL club or competition

All parents/carers must have provided written permission for their child to attend a club, activity or competition. Parents/carers should be given reasonable notice before an event or competition. Competitions will be organised, and risk assessed by the named EVC for the respective school. A register should be taken to monitor attendance and to ensure that all children are accounted for in the event of an emergency. Adults working with children should wait for parents/carer to collect children after the club has finished. In some cases, parents/carers may be contacted if their child is not collected using the emergency contact number provided on the child's consent form. Contact details for all children can be found in the main school office or consent letters provided for the activity in hand. Registers and any documentation with sensitive information (e.g pupils name and contact phone numbers) must stay with the lead member of staff delivering or supervising the activity at all times. Upon return to school this information should be stored or discarded of in line with the Trust GDPR policy.

Both children and staff should wear appropriate clothing as outlined in the health and safety section. Food, sweets and chewing gum are not permitted during a club or an activity. Healthy snacks are welcomed and may be eaten at the member of staffs' discretion at an appropriate time. Water is permitted and will be provided by the school. Children and parents are asked to not bring fizzy drinks or energy drinks into school under any circumstance.

Health and Safety

P.E Kit

For all PE lessons pupils are expected to wear appropriate clothing as detailed below:

- School PE T shirt
- Black shorts/joggers (black, close-fitting leggings may also be worn) with plimsoles/trainers.
- Games/outdoor PE: The above clothing plus a pair of trainers.
- Close-fitted head hijabs that are not held in place with clips or pins and are not long or trailing.
- Swimming: Swimming costume or trunks together with a towel and swim cap if desired.
- Jewellery is not to be worn under any circumstance; any jewellery such as necklaces and watches should be left within the classroom and stored safely until the end of the lesson. Ear piercings that cannot be removed must be covered with appropriate tape or plasters safely.

Children with long hair will be required to tie their hair up with an appropriate hair tie which should be kept with their PE kit. Children are reminded of the importance in doing so to avoid inhibited vision which can potentially a health and safety issue. Children come to school dressed in their PE kits on the days that they have PE. If a pupil is unfit to participate in a PE lesson, they are expected to provide a note from their parent/carer explaining the reasons for non-participation. Pupils who do not take part in PE should be given an appropriate active role such as coach, scorer, umpire/referee or peer evaluation. Pupils failing to bring a note will be expected to participate fully in a lesson if appropriate.

When pupils are taking part in off-site events, they are expected to wear the appropriate clothing in accordance with the sport and facility. Staff will provide guidance where required to ensure that children and parents/carers or guardians are informed of kit requirements. The school, where required will provide equipment for children to wear in the interest of the children's health and safety such as shin pads for football or cricket helmets for hard ball cricket.

Staff development

Teaching staff are offered subject specific professional development through a variety of methods such as personalised development plans, National Governing Body (NGB) courses and twilight sessions. Early career teachers will take priority for receiving professional development opportunities. Audit tools and observation through learning walks will be utilised to identify staff development needs.

Staff uniform

All staff are expected to wear appropriate clothing for when they are delivering PESSPA activities. On days that teachers are timetabled to deliver PE, staff come into school dressed for PE, in accordance with the PE dress code. Tracksuits may be worn but staff are asked to not wear combat trousers to remain smart. Trainers must be worn for all PESSPA activities to ensure that staff are safe when delivering. If in the circumstance staff are required to wear uniform on a daily basis as part of their role at PACT, the uniform will be provided by the Trust.

Risk assessment

The general teaching requirement for health and safety applies in this subject. Children should be encouraged to consider their own safety and the safety of others at all times. Children are expected to change into the correct clothing when participating in PESSPA as outlined above. Staff are expected to set a positive example by wearing appropriate clothing when delivering PESSPA including appropriate footwear. It is the responsibility of the member of staff delivering the respective PESSPA activity to ensure that the lesson is safe and due care is taken to prevent accidents and create a safe environment. This includes ensuring that any equipment set up or used within the lesson is safe to use and purposeful for the activity objectives. All guidance and recommendations for health and safety in physical education are available to staff on shared files in the one drive. Guidance has been taken from the Association for Physical Education (afPE) website and the afPE Safe Practice in Physical Education 2020 publication.

It is recognised that during PESSPA activities pupils may require water to be accessible and available. Staff should be mindful of pupils' hydration and provide appropriate water/rest breaks especially during occasions whereby the environment is particularly hot such as during summer months.

Off-site sporting events

All off site sporting events should be appropriately risk assessed according to Trust educational visits policy and organised as per the educational visit procedures. Off-site events are to be organised at the discretion of the Trust leader for Sport or a member of the school SLT.

Medical conditions and first aid

It is the responsibility of the staff member to take note of any medical conditions (such as asthma, diabetes or epilepsy) of individual children in their class/group so they can participate safely and as fully as possible. Any medication that should be required on an urgent basis such as inhalers or EpiPens should be with the class/group at all times in the allocated first aid bag. This should be carried with the class/group to the location of wherever the class/group carry out their PESSPA activity. If an accident occurs within the lesson or activity (e.g afterschool clubs or off-site sports events) the pupil needs to be seen by a qualified first aider as soon as possible. The incident should be recorded on the first aid form including the time and full details of the accident/incident that occurred. Portable first aid kits should be taken to all off-site events and staff supervising the event should check the first aid bag has its required contents prior to leaving school site.

Use of sports coaches and adults other than teachers (AOTT) at the Prince Albert Primary School

Sports coaches, Practitioners, and Instructors.

At school, we recognise that qualified and suitably trained sports coaches, practitioners, instructors and apprentices can make a valuable contribution to improving the quality and range of PESSPA in our schools. On occasions, we may utilise external coaching providers to support with the delivery of out of school hours clubs and provide specialist CPD for staff. All coaches utilised to lead sessions and support in a specialist capacity must meet the following minimum requirements:

- ✓ Are over 18 years of age
- ✓ Hold a valid UKCC Level 2 coaching qualification (including safeguarding and protecting children training) ✓
Have appropriate insurance ✓ Have undertaken appropriate welfare safety checks (e.g enhanced DBS check).

Sport coaches, practitioners, instructors, and sports apprentices must be audited/observed for suitability and competence prior to undertaking any coaching within the schools. This may be carried out by the school PE lead, The Prince Albert Trust leader for sport or a member of the respective school SLT. The coach/apprentice must meet the minimum criteria as set out above and be suitably qualified for the activity or area of curriculum in which they are supporting. For example, a coach supporting a teacher in gymnastics must hold a UKCC Level2 coaching qualification in gymnastics.

At no point should coaches/apprentices be utilised to replace teaching staff in delivering physical education across the Trust. PACT recognise the importance of teaching staff delivering physical education to their respective classes and are committed to upskilling our staff in delivering physical education to support staff professional development and the sport premium aims of sustainability.

Trainee teachers

ITTE students placed in school, will work under the direct supervision of a qualified teacher. The student may deliver lessons independently where their supervising member of staff feels it is appropriate, considering the nature of the class. The teacher should still be present to take over teaching the class at any time, should the need arise.

Sports apprentices and AOTT

Highfield J&I School works in collaboration with the Sporting Futures UK Ltd in providing apprenticeships for young people. Apprentices will be placed in school at the discretion of the Trust Leader for Sport and school SLT. At no point should apprentices be used for leading or supporting teaching staff in physical education lessons or asked to deliver them independently. There will be occasions whereby apprentices will be required to lead lessons for the purpose of their units of work towards their qualification. In these situations, the class teacher must still be present and remains the overall adult responsible for the health and safety of the lesson. Apprentices and AOTT are allowed to lead activities for the children during out of school hours providing they are deemed competent to do so by either the Trust leader for sport or SLT.

Lesson resources

Physical education resources will be checked at all schools frequently and stock will be replenished when required. If there are any discrepancies in equipment such as breakages or any damage, they should be reported to the respective school sport coach immediately to prevent any health and safety issues from arising. At school the equipment is in the halls where the PE store can be found. Equipment can also be found in the designated outside store at each school. Large apparatus such as benches, mats and climbing frames are situated in the halls in a safe storage facility. Gymnastic apparatus are health and safety checked annually by SportSafeUK. Staff should only utilise equipment they feel confident doing so and should contact the Trust lead for sport or their SLT should they require any further information.

All teachers and adults other than teachers (AOTT) have access to equipment and literature, via the subject leader, and can always ask for advice when required. All teaching staff and AOTT are responsible for the safe use of equipment and apparatus. Teaching staff and AOTT are responsible for the getting out and putting away of all equipment and apparatus, children are not allowed inside any PE store. If staff have requested assistance from pupils to give them a leadership role, pupils are to remain on the outside of the PE store and not be in close quarters with staff at any time.

Monitoring and review

The monitoring of the overall development and of the quality of teaching in PE is the responsibility of the school senior leadership team. The PE lead and The Prince Albert Trust leader for sport will also support colleagues in the delivery of PESSPA throughout the duration of the school year which will be delivered on an identified or requested needs basis. It is responsibility of the Trust Leader for Sport and subject leads to be well informed about current developments in the subject area, and to provide a strategic lead and direction for the subject within school. The Trust leader for sport will carry out frequent reviews at school to identify the strengths and areas of development in PESSPA to identify areas for development and progression. This policy will be reviewed bi-annually, or more regularly in the light of any significant new developments or in response to changes in guidance.