



"Be the Best You Can Be"

Physical Education School Sport Physical Activity (PESSPA)

Member of staff responsible	Sian Mainwaring
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Our intention at Tottenham Infant 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 our 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;

- 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 health from engaging in physical activity on a regular basis
- be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life

Implementation – Curriculum:

All pupils are entitled to a progressive and comprehensive physical education programme, which embraces current Statutory Orders of the National Curriculum (country specific) and takes into account individual interests and needs.

Our curriculum will provide activities to promote a broad base of movement knowledge, 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 wellbeing. Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance (England). 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.

During Key Stage 1(England), pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

The school provides all pupils with the entitlement of at least 2 hours high quality Physical Education a week. This is delivered through 1x 50 min and 2 shorter lessons in a typical week.

Pupils have access to a broad and balanced curriculum programme of study, delivered in half termly units.

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 should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Implementation - Out of School Hours Learning:

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

At Tottenham Infant School all out of school learning opportunities are developed to:

- Provide specific movement/general physical activity clubs, which develop health and fitness
- Ensure that every pupil in KS 1 is offered the opportunity to attend a minimum of one OSHL activity each week.

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the subject leader.
- Ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities via the school website

Tottenham is currently in Partnership with I Dance and Superstar Sport for the delivery of OSHL.

Curriculum Planning:

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 and 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 Tottenham Infant School, 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.

We use the long, medium and short term plans from the units of work developed by Enfield's PE Team. Teachers 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 plans, 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.

Time allocation for PE:

At Tottenham PE is delivered throughout the whole day and a timetable showing when each class is either outside or indoors is displayed in the staff room.

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.

Leadership & 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 and accommodation 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 and 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.

Teaching and Learning:

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

Monitoring of Standards of Teaching and Learning:

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT 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 in relation to PE Premium.

Staff Development:

All staff should take part in professional development to ensure secure PE subject knowledge, consistency and awareness of health and safety procedures. This is exemplified in the new teacher's standards. Staff should be comfortable and competent in the area of activity being taught in PE.

Opportunities for the development of all Tottenham Infant School staff will be provided in order to enhance the quality of PE within the school.

Assessment & Recording:

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Assessing Progress:

At Tottenham Infant School summative assessments are carried out by the class teacher through:

- Watching children work, talking to them about what they are doing and listening to them describe their work.
- Receiving feedback from pupils to inform teachers and pupils of what has been successful and allowing them to set their own future targets.

- The use of ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

Recording & Reporting:

At Tottenham Infant School we use:

EYFS - My Development Matters Profile

KS 1 - Use of Year 1 & 2 Expectations - Emerging, Established and Exceeding
Information uploaded onto Target Tracker

This allows the school to track pupil progress against national expectations. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression.

Equal Opportunities, gifted and talented, inclusion:

Every pupil has equal access to national curriculum physical education. At Tottenham Infant School learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PESSPA.

Differentiation:

Physical education at Tottenham Infant School will comply with the three basic principles for inclusion in that it will:

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

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.

Safety Issues – Safe Teaching, Teaching Safety:

Tottenham Infant School follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. A copy of the current afPE safe practice book is located in the Headteacher's Office.

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.

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 head teacher.

Risk Assessments for the hall and outside area for PE can be found in the RA folder in the Headteacher's Office and in the PE store cupboard.

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.

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

All ASL(Additional Support Leader) 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 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.

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 ASL and coaches.

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

PE Kit:

Students should wear clothing that is fit for purpose according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions.

White t-shirt

Black shorts

Black tracksuit bottoms with elasticated ankles.

Trainers or plimsolls

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** (eg 'wake and shake' type activities), it is acceptable for children to remain in their school uniform as during this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

In **hot weather**, protection from the sun is advisable therefore children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.

Religious and cultural clothing

To maximise 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.

Clothing for PE – staff

Clothing and **correct attire** for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to change into appropriate clothing for teaching physical education. 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, should ideally always be **removed** to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should 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.

As Tottenham Infant School pupils come to school in their PE kit on their allocated PE day.

Equipment & Resources:

The majority of PE equipment is stored in the PE store in the Large Hall. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)

- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

PE and Sport Premium funding (England):

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you 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

Tottenham Infant School is 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.

The schools detailed plan is available on the schools website.

Link Governor - as governors are responsible for the spending of this funding and ensuring it meets the requirements of the conditions of grant, it is best practice is to have a nominated governor with whom the PE subject leader liaises on all matters PESSPA premium.

Our Sport's Premium Link Governor is Dominic Studman