



HOLBEACH  
BANK ACADEMY



UNIVERSITY OF  
LINCOLN

## **Holbeach Bank Academy PESSPA Policy - 2022**

### **Academy Vision and Approach**

Our intention at Holbeach Bank Academy (HBA) is to ensure that PESSPA is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a child's physical development and well-being. PESSPA 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 Holbeach Bank Academy's high quality physical education programme, our children 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: for children 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, and social, personal and leadership skills, and be able to apply those skills across their 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 in later life.

### **Implementation - Curriculum**

Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive, and every child has equal access irrespective of their age, gender and cultural or ethnic background.

Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing children in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where children 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. As well as making a unique contribution to a child's movement education, importance is also placed on the integration of PESSPA into the whole school's planning for the development of children's literacy, numeracy, science, geography, PSHE and computing skills.

In EYFS teacher 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) children should be taught knowledge, skills and understanding through dance, gymnastics and games activities.

During Key Stage 2 (England) children should have access to all components of the National Curriculum Programme of study (athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming).

Our school provides all children with their entitlement of at least two hours of high quality physical education a week. This is delivered through 2 lessons in a typical week as well as other planned and timetabled physical activities/programmes. A copy of the PESSPA 2 year long term curriculum working document map is available on the school's website curriculum pages.

The school values regular and frequent lessons to develop the children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements would be made. These include class-based activities around the planned activity (eg evaluation and assessment of previous lesson) or other class activities using a range of equipment developing fine and gross motor skills (eg speedstacks). If possible the activity would be carried out in the school hall with modification or adaption, still focusing on the planned learning intentions.

### **Implementation – out of hours**

The aims of the out of school hours learning (OSHL) programme are to **extend** and **enrich** the work being done during curriculum PESSPA, as well as providing some children with opportunities to **enable** them to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

At HBA all OSHL opportunities are developed in consultation with children and the programme will;

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs/specific gender based/selected group based clubs, which develop health and fitness, social and emotional, participation opportunities eg Zumba, multi skills club, football
- Aims to offer every child an opportunity to attend an OSHL club every half term

- Aims for the school to regularly enter school sport partnership (SSP) and other competitive sporting events and promotes opportunities and physical activities within and out of school hours

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

- Employ a range of 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, students attend taster days, clubs advertise on PESSPA notice board)
- Inform children and parents of the range of OSHL opportunities. A termly timetable of clubs is sent to parents and can be accessed on the school website curriculum page.

### **Curriculum Planning – planning and preparation**

All our PESSPA will be planned and structured to contribute to safe learning situations. Safe practice is embedded in the learning process and implemented in every lesson.

At HBA, class teachers teach PESSPA not only to develop and maintain children's skills and understanding of the subject, but also because the teachers know their children's personal, social and health needs, and make appropriate cross-curricular links wherever possible.

Our long, medium and short term plans are stored on the shared Google drive in the PE & School Sport subject folder. These are supported by resource files in the same folder and also physical resource files and folders in the staff room. These are working documents and updated as/when necessary/appropriate by the Subject Leader. Teachers adapt where necessary the respective planning and resources to suit the needs of their respective children. Safety and safe practice within lessons is explicitly taught to the children as teachers prepare and teach their lessons.

Each lesson should include a warm up and cool down relevant to the main activity and learning environment/weather conditions. ALL children should be physically active for sustained periods of time in EVERY LESSON. Progressively, they should learn about the components of fitness and how to perform warmup and cool-down exercises, paying attention to the principles of safe exercise practice. The use of visual aids, videos and IT is encouraged to enhance learning wherever possible/appropriate.

Swimming takes place at Spalding Swimming Pool for all KS2 children every year providing there are sufficient session slots available. Lessons are planned and delivered by the pool provider's swimming instructors. Class teachers and/or the Subject Leader attend poolside and liaise/discuss progress and specific children's needs, as well as recording progress and achievement. For Year 6 children lessons are taught on water safety and this is also reinforced in school.

### **Time allocation for PESSPA**

At HBA, PESSPA is delivered throughout the day and a timetable showing when each class is either outside or indoors is displayed on the PESSPA notice board in the main school hall, on the shared Google drive in the respective subject folder and also in every classroom. All classes are timetabled for 2 scheduled 50 minute lessons each week. This is further supplemented by at least 3 Activate (or other physical activity challenges/activities eg Dan the skipping man, Joe Wicks) and cross curricular active learning opportunities.

## **Leadership and Management**

The school leadership team will ensure that the following tasks are carried out:

- Managing the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- Posting reports on the school website about the allocation of the PESSPA and sport premium and its impact

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

- Developing good classroom practice
- Auditing, ordering and reviewing the efficiency of equipment and learning resources
- Attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- Monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- Making all resources available to all staff, including schemes of work, assessment materials and resources to support learning
- Carrying out risk assessments in line with employer procedures
- Extending relationships and contacts beyond school and in the community
- Keeping up to date with and implementing any national, employer and SSP developments as appropriate

## **Teaching and Learning**

The organisation of PESSPA 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 Val Sabin developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are 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 leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- Observation of teaching and learning, including support staff and coaches, to assist the identification of strengths and development needs
- Assessment of student progress and achievement
- Self-evaluation of the subject in relation to PESSPA and sport premium

Additional PESSPA funding is being accessed here to release the subject leader to ensure that this monitoring is carried out in accordance with best practice and this policy.

### **Staff Development**

Appropriate professional development for all staff will ensure secure PESSPA 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 PESSPA.

Opportunities for the development of all HBA school staff will be provided in order to enhance the quality of PESSPA within the school. This can be seen in the school's PESSPA Action Plan - Key Indicator

### **Assessment and Recording**

Children's work will be assessed throughout each unit of work using formative and summative assessment methods. Children's progress will be monitored by the class teacher who will use these methods to set realistic targets for individual children, 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 the academic year. The attainment target for PESSPA sets out the knowledge, skills and understanding that children of different abilities and maturities are expected to have by the end of each key stage.

### **Assessing Progress**

At HBA, the following summative assessments are carried out by the class teacher using the Target Tracker computer program.

This is supplemented by:

- Watching children work, talking to them about what they are doing and listening to them describe their work
- Gathering feedback from children to inform teachers and children of what has been successful and allowing them to set their own future targets
- Using IT where appropriate to identify aspects of their work to show their progression and quality of performance

### **Recording and Reporting**

At HBA we record the results on Target Tracker which allows the school to track children's progress against national expectations.

Significant achievements or weaknesses may be noted in lesson evaluations and used to:

- Inform future planning by the current teacher or a new class teacher
- Form part of the statutory annual reporting process, and in discussion with parents help children as a basis for future target setting
- Provide information to ensure continuity of progression throughout transfer between classes and key stages

## **Equal Opportunities, Gifted and Talented, and Inclusion**

Every child has access to national curriculum PESSPA. At HBA, learning experiences are differentiated to meet the specific needs of individuals and groups of children, including those who have diverse SEND, gifted and talented children and those who have English as an additional language. Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities offered within and outside the curriculum.

Any classroom support provided must extend into PESSPA lessons as appropriate. Teachers and adults other than teachers (AOTT's) working with children will be made aware of any students who have special educational needs or medical conditions. The SENDCO will liaise with staff to ensure all students' needs are met in relation to teaching and learning in PESSPA

## **Differentiation**

PESSPA at HBA will comply with the 3 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 assessment

Actions necessary to respond to an individual's requirements for curriculum access will be taken in the form of greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice.

## **Safety issues – Safe teaching, Teaching safety**

HBA follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practise and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

A copy of the current addition can be found in the school staff room.

## **Risk Assessment/Managing skills**

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained 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 is an essential part of effective teaching, managing and learning.

Where the 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 and Safety at Work Regulations 1999), significant risks will be reported to the Executive Principal.

Risk assessments for the hall and outside area for PESSPA can be found on the shared drive in the Risk Assessments folder.

Teachers are also encouraged 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.

## **Support Staff**

These include classroom assistants, teaching assistants, HLTA's learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

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

- Support the delivery of high quality PESSPA
- Enrich or enhance an activity children are undertaking
- Provide training opportunities for staff linked to PESSPA and sport premium key indicator 3
- Provide additional opportunities for OSHL

All adults supporting learning (ASL) and coaches will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA are 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 children in their care, whether through direct or indirect supervision of the ASL.

## **External Sports Coaches**

The Executive Principal and Executive Vice Principal 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 children.

## **PESSPA kit**

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

### **Indoor and outdoor clothing**

A child should wear a t-shirt (school logo white t-shirt where possible), shorts and suitable footwear for Indoor sessions - the footwear would be removed for Dance and Gymnastic sessions.

A child should wear a t-shirt (school logo white t-shirt where possible), jumper/sweatshirt/hoody, shorts/jogger bottoms, suitable footwear for Outdoor sessions on the playground and/or field.

Long hair should always be tied back with a suitable 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, Activate, GoNoodle type activities) 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 linked to trips, slips 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 PESSPA – staff**

Clothing and the correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and children. Staff should always endeavour to change into appropriate clothing for teacher PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

### **Personal effects, including jewellery and cultural or religious adornments**

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides and sensory aids (including glasses) should be **removed** to establish a safe working environment.

**Disclaimers from parents about the wearing of any item of jewellery by a child will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.**

### **Changing provision**

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

At present children come to school in full PE kit on the day's PESSPA is timetabled for their respective class. As HBA lacks any purpose built changing rooms, where changing is necessary, EYFS, KS1 and Lower KS2 children will change in respective classrooms together. Upper KS2 children will change in separate areas. Staff are present during changing times to ensure children are safe at all times.

### **Equipment and Resources**

The majority of PESSPA equipment is stored in the PESSPA shed on the back playground. All equipment is catalogued and a list is available from the PESSPA subject leader. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with staff supervising)
- Learn any safety procedures relating to the carrying of handling of resources

Teachers will be encouraged to get out any equipment needed for the PESSPA lesson in advance and return it at the end of the respective lesson or end of school day (if not needed by other adults).

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible. Any piece of apparatus where damage is observed that could cause injury must be



isolated from use and reported. No groups or individuals should be able to access the resource until such time as it has been made safe.

## 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 to have a nominated governor or trustee with whom the Principal and/or PESSPA subject liaises on all matters to do with primary PESSPA and sport premium.

Our PESSPA link governor is Mrs Sarah Dunne

**Review of policy: every 2 years or before if needed and changed in guidance and legislation**

**Policy agreed by Staff:**

**Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Next review date: September 2023**