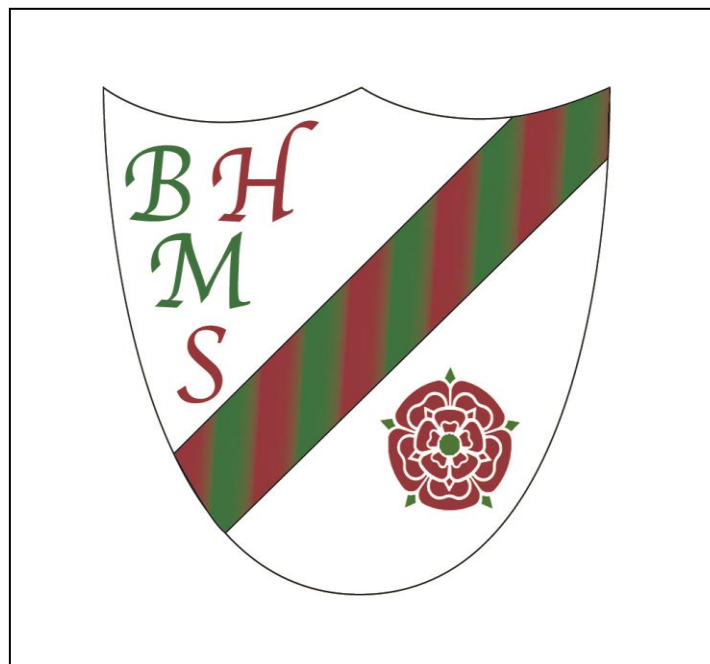


Bedford Hall Methodist Primary School

Physical Education, School Sport and Physical Activity (PESSPA) Policy



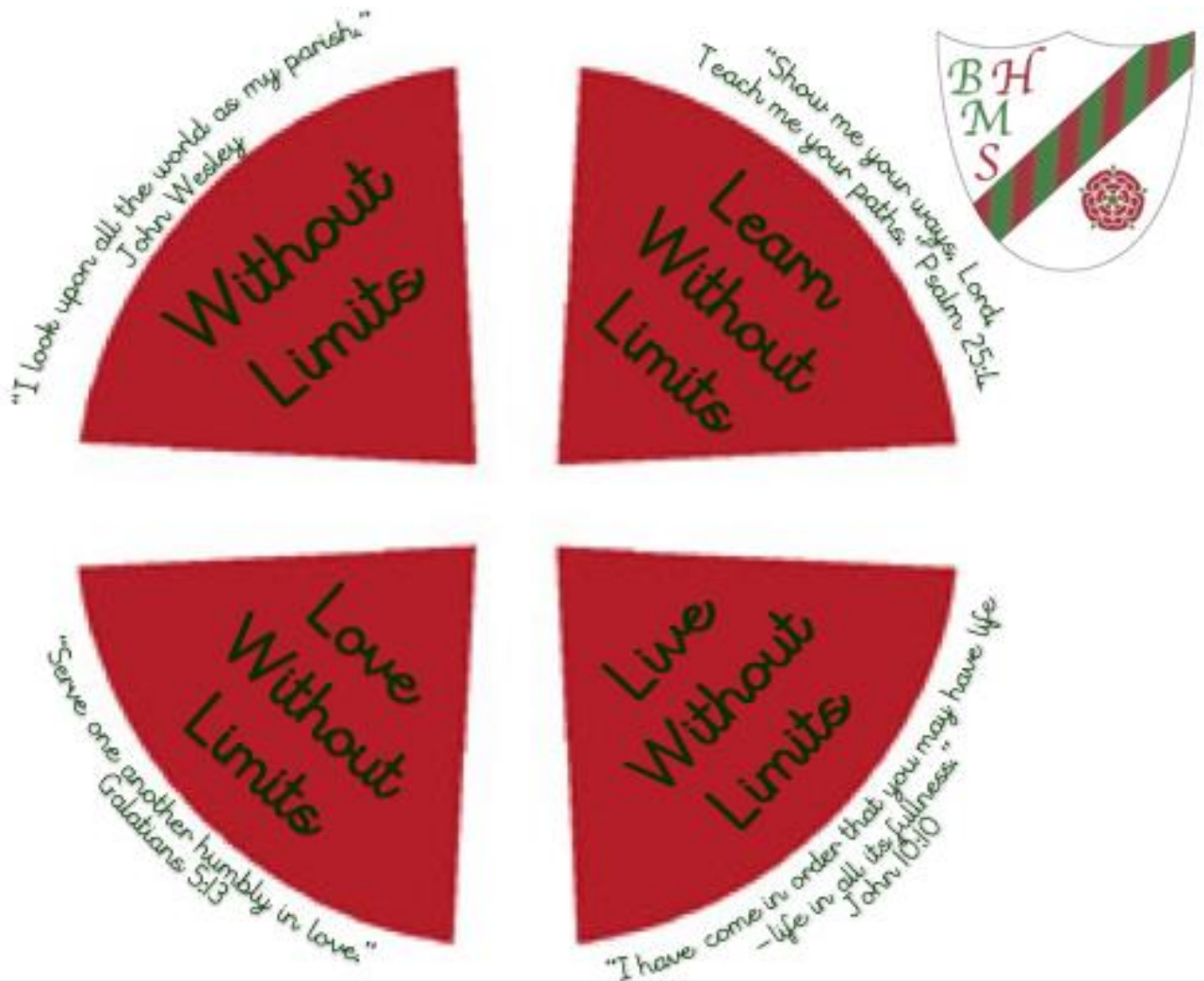
Written by:	Miss L Whittaker
Date agreed:	September 2021
Next Review Date:	Spring 2024
Chair's Signature	

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

To achieve this we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Our Vision



Safeguarding Statement

At Bedford Hall Methodist Primary School we recognize our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Introduction

Our PESSPA offer is grounded with promoting healthy lifestyles for all pupils. This is delivered through actively developing their skills and celebrating performance resulting in pupils becoming motivated to be lifelong active individuals. We value the contribution PESSPA has to the holistic growth of our pupils, enabling them to lead full and valuable lives through engaging in purposeful and useful activity.

At Bedford Hall Methodist Primary School we provide a PESSPA curriculum that strengthens pupils' skills and knowledge through six concepts:

- Movement
- Tactics and Strategy
- Personal, Social, Emotional and Well-Being
- Vocabulary, Language and Communication
- Healthy Lifestyles
- Leadership

Throughout all sessions, praise and reward are focused around six key values, referred to as 'The Spirit of the Games':

- Determination
- Honesty
- Self-Belief
- Passion
- Teamwork
- Respect

Intent

At Bedford Hall Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The school vision '**Learn, Love, Live: Without Limits**' is interwoven within our curriculum intent and design. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Possibilities – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits

At Bedford Hall Methodist Primary School we value the importance of PESSPA in preparing our children for the opportunities, responsibilities and experiences of leading a happy and healthy adult life.

Through the teaching of PESSPA, we aim to help pupils to:

1. Develop competence to excel in a broad range of physical activities
2. Be physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.
5. Communicate well with others to support the success of a team
6. Display the 'Spirit of the Games' values at all times
7. Acquire personal responsibility for ensuring the safety of themselves and others when participating in physical activity.
8. Develop inter-personal and problem solving skills as well as personal qualities such as self-esteem, confidence, tolerance and empathy.
9. Compare their performances with previous ones and demonstrate improvement to achieve their personal best
10. Lead and motivate others to achieve points 1-9

Curriculum Design

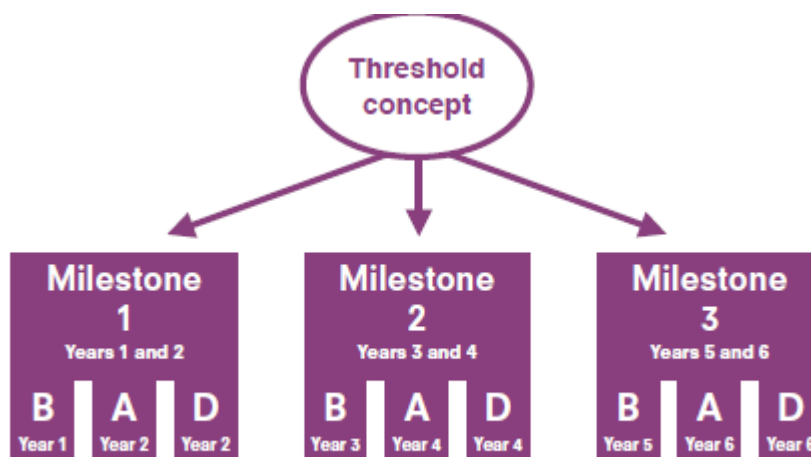
Our curriculum design follows Chris Quigley’s Curriculum Companion in Physical Education. The design distinguishes between subject topics and concepts and values. Subject topics are the specific aspects of subjects that are studied (as seen in the table below). Concepts and values (as listed in the introduction) tie together the subject topics into meaningful schema. The same concepts and values are explored in a wide breadth of subjects. Through this ‘forwards-and-backwards engineering’ of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Lesson Focus	Games	Gymnastics	Athletics	Games	Dance	Athletics
Y1	Lesson Focus	Target Games	Gymnastics	Invasion Games	Dance	Multi-Sports	Athletics
	PB Focus	Running for distance	Throwing for Accuracy	Running- changing direction	Balance	Agility and Co-ordination	Dance
Y2	Lesson Focus	Target Games	Gymnastics	Invasion Games	Dance	Multi-Sports	Athletics
	PB Focus	Running for distance	Throwing for accuracy	Running- changing direction	Balance	Agility and Co-ordination	Dance
Y3	Lesson Focus	Swimming	Swimming	Swimming	Invasion Games	Dance	Athletics
	PB Focus	Running for distance	Throwing for distance	Hurdle Run	Throwing for accuracy 2	Skipping	Throwing and catching
Y4	Lesson Focus	Gymnastics	Invasion Games	OAA	Net and Wall Games	Striking and Fielding Games	Athletics
	PB Focus	Running for distance	Throwing for distance	Hurdle Run	Throwing for accuracy 2	Skipping	Throwing and catching
Y5	Lesson Focus	Gymnastics	Invasion Games	Dance	Target Games	Striking and Fielding Games	Athletics
	PB Focus	Running for distance	Throwing and catching	Skipping	Throwing for distance	Hurdle Run	Throwing for accuracy
Y6	Lesson Focus	Gymnastics	Net and Wall Games	Invasion Games	OAA	Striking and Fielding Games	Athletics
	PB Focus	Running for distance	Throwing and catching	Skipping	Throwing for distance	Hurdle Run	Throwing for accuracy

In EYFS, pupils strengthen their fundamental movement knowledge through locomotion (movement and spatial awareness) stability (core strength, balance and coordination) and object control (throwing, kicking, carrying). Through opportunities to play games both indoors and outdoors, pupils develop, acquire and apply these fundamental skills, meeting the requirements in the prime area of ‘Physical Development’ in the 2021 Framework for EYFS.

In Years 1-6, pupils continue to build upon their fundamental movement knowledge, as well as strengthening their understanding of subject concepts. For each concept, there are three milestones. Each milestone includes the procedural and semantic knowledge pupils need to understand the concept, providing a progression model. Pupils progress through Milestone 1 in Years 1 and 2, through Milestone 2 in Years 3 and 4 and through Milestone 3 in Years 5 and 6. Within each milestone, there are three cognitive domains: basic, advancing and deep. Our aim is for every pupil to display sustained mastery at the advancing stage of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years.

The diagram below demonstrates the progression model through basic – advancing – deep.



Through the Chris Quigley Curriculum Companion, we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Implementation

In Reception, pupils rehearse and apply fine and gross motor skills daily through carefully planned and targeted activities in provision that challenge individual pupils and groups/teams. In addition to this, a dedicated one hour PESSPA lesson takes place each week, with a specialist coach from Wigan Athletic Community Trust who supports the class teacher in developing a broad and balanced PESSPA curriculum that meets our school intent, as recorded on page 5 of this policy.

Years 1 to 6, PESSPA lessons take place daily. Each week, pupils have 5 x 15 minute lessons where they practice fundamental movement skills (second row in the table above) and work towards achieving personal bests. This is because cognitive science tells us that in order for pupils to become creative tacticians, or have a greater depth of understanding, they must first master the basics, which takes time; mastering the basics involves returning to fundamental movement knowledge in all year groups.

On one day a week, they have a 45 minute session, which is subject specific. Subject topics are on the first row in the table on page 6. Each subject topic incorporates a knowledge web to help pupils relate each topic to previously studied topics and to form strong, meaningful schema. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content, therefore skills are rehearsed over a number of weeks.

Inclusion

In line with our commitment to inclusion, all children will have equality of opportunity to achieve their potential in PESSPA. All children will be expected to participate in the PESSPA curriculum. In planning and teaching PESSPA, teachers will have due regard for the following principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Ensuring challenge and extension when and where appropriate, using the 'STEP' approach (adapting Space, Task, Equipment or People)
- Providing opportunities to compete in appropriate inter and intra school events, including 'Just Join In' days for pupils with SEND and pathway qualifiers for the most able.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term. Class teachers do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. As part of the progression model through the milestones, teachers use POP (Proof of Progress) tasks which assess pupils attainment in each cognitive domain.

Pupils will also be actively involved in their own assessments providing feedback through questioning and self-evaluation throughout lessons including comparing current and previous personal best results. This evidence will be used to inform future targets and develop next steps.

Photographic and video evidence can complement the assessment process and can be used to enable pupils' to self-evaluate their performance and celebrate progression.

Resources

The areas available for the teaching of PE are the hall, playground and school field. The sports facilities at Bedford High School may also be available to staff at certain times of the year where appropriate.

The equipment and resources for PE are stored within the hall in a locked cupboard. An annual audit of resources is undertaken by the PE Lead through an inventory check. Staff are responsible for collecting equipment and safely storing it back in to the cupboard in the correct place. Pupils are not permitted to enter the PE cupboard without adult supervision. PE equipment should not be used at break and dinner times as separate equipment is provided for both KS1 and KS2 to use. Pupils should be encouraged to look after the resources and be told of any safety

procedures relating to the carrying and handling of resources. The resources are replenished as and when required.

We have a range of gymnastics equipment available including fixed apparatus, moveable apparatus, benches and mats. These are stored in the hall and are checked annually by Sports Hall and Gym services.

A sound system is available in the hall along with a laptop and projector screen to support teaching of PESSPA e.g. dance.

Teachers can access an online portal to support their teaching as well the Curriculum Companions Scheme of Work.

Swimming is undertaken at Howe Bridge Swimming Baths and is taught by a qualified instructor. The children in Year 3 attend for two terms as well as those individuals in Year 4 and above who are still working towards the required assessment standard.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. School follows the Safe Practice in Physical Education. Through demonstration, all pupils are taught how to handle and carry apparatus and resources safely and securely.

Pupils are required to arrive at school wearing the correct kit on the day allocated for their main PESSPA lesson. Although trainers form part of PESSPA kit, staff may feel it more appropriate for children to be barefoot to undertake some gymnastics or dance activities. Staff are also required to be dressed appropriately to teach PESSPA e.g. suitable footwear. For daily PESSPA sessions, pupils will participate in their school uniform.

All jewellery must be removed and stored appropriately in the classroom. Long hair should be tied back. At the beginning of each lesson, pupils are briefed to be aware of any potential hazards and reminded to always work in a safe manner, being aware of others working around them.

Gymnastic equipment is checked annually by Sports Hall and Gym services. Any damaged equipment should be reported immediately to the Subject Leader.

Funding

School is committed to providing children with high quality PESSPA. Funding from the PE and Sport Premium for primary schools will be specifically targeted at improving the provision of, and the profile of, PESSPA. The PE Leader and Senior Leadership Team will create an annual action plan to show how the PE and Sport Premium funding will be allocated which will be decided as a result of pupil voice and according to assessment, targeted support and CPD requirements. The report will be shared with the Local Advisory Board (governors) and be available to view on the school website. Monitoring and evaluation of the impact of actions to improve the provision of PESSPA will be rigorous and carried out at the end of each term.

Physical Activity outside of PESSPA lessons

School aims to establish an active school ethos and environment to promote health within and outside the curriculum. This will be done in a number of ways:

- Encouraging pupils to participate in physical activity during play times. In discussion with the School Sports Crew and Mental Health Ambassadors, lunchtime tournaments and playground challenges will be set. Staff to teach pupils a range of playground games in PESSPA lessons that can be carried on at playtimes.
- By training children in Year 5 and 6 to become play leaders. Their role will include supporting activities and games with younger children.
- By embedding health related exercise principles into the PESSPA curriculum. Ensuring that knowledge and understanding of fitness and health is integral to PE lessons and has cross-curricular links to other subjects, such Science, English and Mathematics.
- Ensuring the links between positive mental health and positive physical health are made explicit.
- Providing children with links to other aspects of health, for example by promoting healthy eating, good sleeping habits and providing children access to water. Children from Years R-6 have water bottles provided by school and the children are made aware of the importance of drinking water.
- Offering all pupils a range of after school clubs to promote physical activity in a fun environment. Pupils will be consulted on the types of clubs they would like to participate in after school on a termly basis.
- Ensuring the links between positive mental health and positive physical health are made explicit.
- Physical activities are promoted regularly to all staff.
- Facilitating development of new skills to enable children to access a wide range of competitive opportunities.
- Signposting pupils and parents to local clubs to continue a sport outside of school
- Hosting sports clubs during the school holiday periods.
- Involving parents and families with clubs where this is deemed appropriate. For example, healthy lifestyle clubs.

Monitoring and the role of the PE Leader

- To take the lead in policy development and review
- To support teachers and external partners with planning, delivering and assessing progress in lessons, in line with this policy.
- To develop the PE and Sport Premium Action Plan including the budget allocation.
- To work with colleagues and external partners in developing confidence and skills necessary for the planning and teaching of PESSPA.
- To keep up to date with developments and bring new developments and ideas to the attention of the staff.
- To monitor and evaluate the quality of the teaching and learning of PESSPA as directed by the Headteacher, School Development Plan and Sport Premium Action Plan.
- To ensure pupils have adequate leadership responsibilities through PESSPA (for example, the School Sports Crew)
- To timetable the use of the hall and/or playgrounds and field for the teaching of PESSPA
- To audit, maintain and replace PE equipment.
- To attend relevant meetings to support the teaching of PESSPA and involvement in the LLG and Wigan schools' competition calendars.