

Magdalen Primary School

Policy

Physical Education, School Sport and Physical Activity (PESSPA)

Reviewed Annually by the Pupil Progress and Pupil Welfare Committee

Named Governor for PESSPA

Date of last Review	Date of next Review	Signature
September 2021	September 2022	

Introduction

At Magdalen Primary School we believe that Physical Education, School Sport and Physical Activity (PESSPA) plays a unique and essential role in helping all children to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

All children are entitled to a rich, broad and balanced curriculum, where Physical Education is a critical element. Physical Education, School Sport & Physical Activity are similar in that they all include physical movement, but there are important differences between them.

Physical Education is about what takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn'.

School Sport is the structured learning that takes place beyond the curriculum. This is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity.

Physical Activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities

Vision

Here at Magdalen Primary School our Vision is to provide the highest quality, healthy PE, School Sport and Physical Activity (PESSPA), for all of our children of all abilities. This revised policy takes into account the new National Curriculum (2014).

Aims

We aim to ensure the following outcomes for our children:

- Children who enjoy engaging in healthy, physical activity
- Children who understand that PE, School Sport and Physical Activity are an important part of a healthy, active lifestyle
- Children who develop confidence and a love of movement through physical literacy and fundamental movement skills
- Children who develop skills, knowledge and understanding of all aspects of National Curriculum PE
- Children who develop personal qualities and social and thinking skills through healthy, physical activity
- Children who learn to work together and develop leadership and team- building skills through healthy competitive opportunities against their self and others

The Primary PE and Sport Premium

The Government is providing schools and academies with children of primary age annual funding to enhance the quality of PESSPA provision.

There are **5 key indicators** that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

We will use our PE and Sport Premium funding strategically to not only see improvements across the above key indicators, but to also support us to achieve our Vision and Aims. We will also ensure that our funding is used to make additional and sustainable improvements to our PESSPA provision for all of our children.

Online reporting

In line with the new DfE Conditions of the Grant (October, 2018) we are required to publish details of how we are spending our PE and Sport Premium funding. This must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the academy has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

Ofsted inspections and DfE School Compliance Reviews

Ofsted assesses how primary and infant schools and academies use the primary PE and Sport Premium. As part of their Section 5 Inspections they measure its impact on pupil outcomes, and how effectively school leaders are held to account for this

DfE are now also sampling a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose it was provided only; to make additional and sustainable improvements to the PE, sport and physical activity offered.

We will ensure that we have met all Ofsted and DfE requirements.

Our PE and Sport Premium Plans – Professional Development

To help us plan, monitor and report on the impact of our spending, we are using the national, recommended template commissioned by DfE. Please see our school website for our 2017/18 and 2018/19 Action Plans.

Please see Indicator 3 within our Plans which details the significant focus and importance we place upon investing in Professional Development for our staff which in turn impacts positively on the provision, practice and outcomes for our children.

30 Minutes a Day: A focus on our children being physically active in school

'Childhood obesity is one of the biggest health problems this country faces. Nearly a quarter of children in England are obese or overweight by the time they start primary school aged five, and this rises to one third by the time they leave aged 11.'* (HMGov,2018)

To help combat this obesity epidemic the Government recommends that during the school day, schools should be responsible for delivering at least 30 minutes of the total recommended 60 daily minutes of moderate to vigorous physical activity (MVPA) for children and young people. (DfE, 2016)

Ofsted support the important part schools can play, recently identifying that in the shared effort to tackle obesity, schools should focus on improving those things they are best placed to do including

'Providing ample opportunity for children to take physical exercise during the school day – with lots of opportunities to 'get out of breath'(Ofsted, 2018)

Here at Magdalen Primary School we ensure that all children are engaging in at least 30 minutes a day of MVPA. We have strategically audited and identified provision across the school and monitor this on a regular basis. We have also worked with all staff to support them and upskill them to provide additional active opportunities, and use new strategies and resources with their children to ensure national requirements are met.

Active PE Lessons – a culture of movement!

PE lessons provide a unique opportunity to engage children in regular, healthy MVPA that counts towards their 30 minutes a day. In order to have any benefit, however, PE lessons have to ensure that children will be sufficiently active.

Here at Magdalen Primary School we passionately believe in the importance and the benefits of all children engaging in active, healthy PE lessons. As such we have used some of our PE and Sport Premium to provide professional learning to develop the quality of teaching and learning in National Curriculum PE, supporting all staff to plan and deliver active PE lessons.

Indeed, two of the national Outcome Indicators for the PE and Sport Premium focus specifically on the impact on 30 Minutes a Day and the development of teacher pedagogy in PE.

At Magdalen Primary School we believe that we have a golden opportunity through the national funding to develop a pedagogy culture within primary Physical Education that ensures children are engaged in healthy, physical activity in every PE lesson. This is where we have access to all of the children on a regular basis and where, *(as long as the lessons are sufficiently active)*, we can have the most effective and sustainable impact.

Teaching and Learning

In addition to our active learning approach, the teaching of Physical Education across the school is based on our Teaching & Learning Policy.

*Figures from 'National Child Measurement Programme – England, 2016-17', NHS, October 2017

National Curriculum PE – Programmes of Study (Subject Content)

Key stage 1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PE Curriculum Map

At Magdalen Primary School not only have we ensured that we are meeting statutory requirements with regards to provision of the National Curriculum for PE, we have also gone far beyond minimum entitlement. We provide a broad, balanced, progressive and inclusive curriculum that meets the needs of our children and includes a wide range of traditional and non-traditional opportunities.

Please see our school website for our PE Curriculum Map.

Assessment of Pupil Progress and Attainment in PE

Instead of a national assessment system based on 'levels', as part of the National Curriculum reforms, DfE has asked schools to develop their own assessment systems where children's progress and attainment is assessed against specific end of year, Age Related Expectations for each Year Group.

At Magdalen Primary School, to support our Teachers, Coaches and Teaching Assistants with planning and assessment in PE, we have engaged Allison Consultancy (specialist Primary PE Consultancy), and have purchased their Primary PE MAPs[©] Assessment Pack (PE Measures of Attainment & Progress[©]).

There is a different set of PE MAPs[©] for each Year Group. The PE MAPs[©] for Years 1-6 have been developed directly from the new National Curriculum for Physical Education, specifically, from the Key Stage 1 and 2 Attainment Targets identified below:

KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

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

From these Targets four specific Areas of PE have been (Physical, Personal, Cognitive and Health), and four corresponding, PE MAPs[©] developed for each specific Year Group.

At EYFS, the Class Assessment Pack for Reception has been developed directly from the national EYFS Profile. Focusing on the three EYFS Prime Areas of Learning, three specific EYFS PE Prime Areas of Learning (PE PALs[©]) have been identified and three specific PE MAPs[©] for the Reception Class developed.

These are:

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development

In addition to individual Class Assessment packs for all classes, we are also using the electronic PE MAPs[©] Tracker to monitor progress and attainment across the whole school. In addition to providing support to staff and children the Tracker generates powerful on-going, termly and end of year progress and attainment data in PE, which supports the PE Lead to evidence the impact on pupil outcomes of our PE and Sport Premium funding.

Data generated allows us at Magdalen Primary School to identify and evidence the following;

- Percentage of children that are working at National Age Related Expectations (Secure)
- Percentage of children working below National Age Related Expectations (Emerging and Developing)
- Percentage of children working beyond National Age Related Expectations (Mastery)

National Swimming and Water Safety Data

In line with the new Conditions of the PE & Sport Premium Funding, we collect and publish on our website how many pupils within our Year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Our figures are well above the national averages for these measures and can be seen in our 2017/18 PE & Sport Premium Action Plan on our school website.

Extra-Curricular School Sport and Physical Activity Programme

At Magdalen Primary School we believe in providing as many high quality opportunities outside of the PE Curriculum for our children to engage in healthy School Sport and Physical Activity.

We provide a wide range of clubs and competitive experiences both within school and against other local schools in competitions and festivals and we are very grateful for the staff who support and enable this programme to take place.

We engage Pupil Voice to support our decision making around the enrichment offer and participation data is gathered to evidence engagement are target non-participation and effectively to plan for further widening of opportunities.

Please also see our Extra-Curricular School Sport and Physical Activity programme on our school website.

Safe-Guarding and Safe-Practice: PESSPA Handbook for School Staff and Coaches

At Magdalen Primary we use this handbook from Allison Consultancy. This provides all staff with the high standards of practice and procedures to be followed by everyone in the delivery of PESSPA.

All staff involved in delivering PESSPA have their own Staff Handbook so the PE Lead can support and communicate more effectively with them, including external coaches, to ensure that all staff:

- Know, and follow consistently, the safe-guarding, safe practice and emergency procedures we have in place for PE and School Sport
- Know, and apply consistently, our day-to-day routines, best practice and procedures to be followed in the planning, delivery and assessment for PE and School Sport

Because all staff will be using the same simple Record Keeping system and templates, all contained in their Handbook, including registers for Class PE and Sports Club Participation, this resource helps all of our staff to easily:

- Gather participation data for National Curriculum PE and School Sports Clubs for every class and the PE Lead to evidence the impact of the PE and Sport Premium funding as monitored by Ofsted

Because all staff will have an 'Organiser' section in their Handbook to keep their own PE and School Sport paperwork this will help them with their own organisation, and the PE Lead to easily:

- Monitor and quality assure the planning and assessments being made by your staff delivering National Curriculum PE, helping you to identify any staff support required

Safe-Guarding and Safe-Practice: National Association for Physical Education (afPE)

At Magdalen Primary we follow the national advice and guidance contained in the Association for PE publication: 'Safe Practice: in Physical Education, School Sport and Physical Activity' (2016).

The book offers advice across the complete physical education curriculum to help us to protect our children and our staff from potential risks. The resource contains extensive information about what is considered best practice and provides the basis for our health and safety practice and **informs and is referenced in our school Health and Safety Policy**. All staff are made aware of the guidance by the PE Lead. The resource is kept in the school Staff Library.

Inclusion

All children are entitled to access as full a programme of PESSPA as possible.

To enable all children to enjoy suitable and safe participation and to demonstrate optimum inclusion we 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 and what support we need to put in place in the physical environment to allow them to engage safely and appropriately.

The SEND chapter in the afPE Safe Practice handbook is an excellent reference tool for specific information and staff have also received STEP training from Allison Consultancy.

More Able children

In line with national best practice we have developed criteria, registers and provision to meet the needs of our children who have been identified as Gifted in PE and , or Talented in Sport.

The PE Lead has shared this with staff and keeps the whole-school registers for these children and the strategies employed to support, challenge and stretch them.

Where appropriate parents and carers have been informed and are part of the framework supporting the individual child.

Digital Technology

At Magdalen Primary School all staff follow the whole school policy with regards to photographing children.

All staff are clear about when and who can photograph children 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.

References

afPE (2016), Safe Practice: in Physical Education, School Sport and Physical Activity
<http://www.afpe.org.uk/physical-education/safe-practice-2016>

DfE (2014), Statutory guidance: **National curriculum in England: PE programmes of study**
The statutory programmes of study and attainment targets for physical education (PE) at key stages 1 to 4.
<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

DfE (2018), PE and sport premium for primary schools (2018/19): How much PE and sport premium funding schools and advice on how to spend it. (Incorporating the Conditions of the Grant)
<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

HMGov.(2016), 'Childhood obesity: a plan for action'. The government's plan for action to significantly reduce childhood obesity by supporting healthier choices.
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Part 2 of the government's plan for action to significantly reduce childhood obesity by supporting healthier choices. From :**Department of Health and Social Care**
<https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action-chapter-2>

Ofsted (2018) Obesity, healthy eating and physical activity in primary schools
A thematic review into what actions schools are taking to reduce childhood obesity (July, 2018)