



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

**“Above and Beyond
the Physical”**

Document Date: June 2022

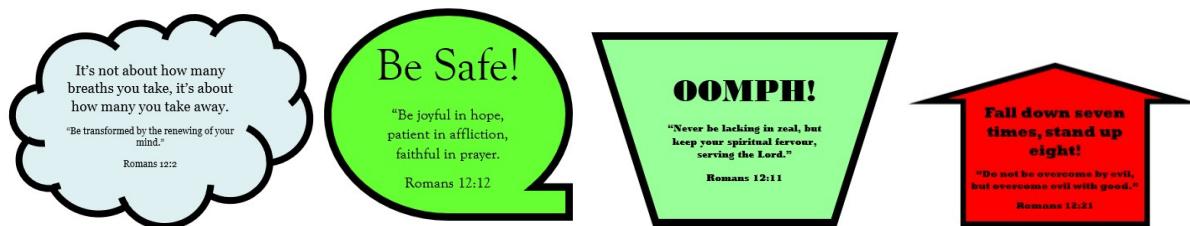


Together, pursuing life in all its fullness

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V1	June 2022	Luke Avery	Initial Issue
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INTRODUCTION

This document relates to the Physical Education, School Sport and Physical Activity (PESSPA) at Queens Church of England Academy and outlines the schools aims and objectives, and states how it is managed throughout the school. The document will also support the school's approach to encourage school staff and pupils to participate in a broad and balanced range of physical activities as part of a healthy lifestyle and to becoming 'Great Sports People'.

Physical Education and School Sport (PESS) contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging in purposeful physical activity. It develops physical competence and helps to promote physical development across Year 3 to Year 6 as well as a range of social and cognitive skills such communication and problem solving which can be used effectively in and out of the classroom. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in regular physical activity.

WHAT IS PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)?

Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them. The working definitions are:

- **Physical Education (PE)** is the planned, progressive learning that 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' (e.g., learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others).
- **School Sport (SS)** is the structured learning that takes place beyond the curriculum (i.e., in the extended curriculum) within school settings; this is sometimes referred to as out of school-hours learning.
- **Physical Activity (PA)** is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. It also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g., walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

CORE INTENTIONS AND PURPOSES

"The basis and aim of our curriculum will be around learning and applying practical skills in order to participate, compete and lead a healthier lifestyle. Children will learn to develop their own physical capabilities and gain a better understanding of their own health and mental well-being, on which we depend, as well as showing a greater focus on encouraging to feel. Through Physical Education, School Sport and Physical Activity (PESSPA), children will also develop further their knowledge of our Christian Cultures and practice them in a safe environment in their quest of becoming great sports people."

We aim to provide a PE curriculum which will support the overall aims and ethos of the school and that develops the knowledge, skills, attitudes, and beliefs that enable pupils to respond to the physical challenges of every day through for example, skilfulness, decision making, physical condition, health and mental wellbeing and attitudes.

OUR VISION AND PURPOSES FOR OUR CHILDREN

“We intend for our children to become Great Sports People”

In our school, we believe that an essential element of the curriculum is for our children to grow into strong personalities that can make their way in the world as human beings, so that their spirits shine through, above and beyond the physical. It is, therefore, our intention that through our high-quality physical curriculum and school sport, we will enable our children to continuously develop key characteristics that will help them to be successful in their lives, communities, families and places of work in the future. To reflect that, we have created a vision of characteristics that are most related to the physical.

Our Vision for our Children

Our aim and intentions are that all of our children become inspired by the physical, so that they discover and develop:

- The joy of moving and desire to be physically active
 - A sense of personal well-being
- Self-confidence and pride in their physical identity and skilfulness
- A positive outlook on, and framework for learning and everyday life
 - A sense of spirit, ownership, personal glow and wellbeing
- Our Christian cultures created by the Christian vision ‘Love in Action’
e.g., *oomph, being happy, feeling safe, resilience, respect, honesty*
and practice them in a safe environment
 - Togetherness with their peers
- Growth, and reach milestones in their PE journey

In order to get the most from the physical curriculum we expect our children to develop the skills and characteristics of ‘*Great Sports People*’.

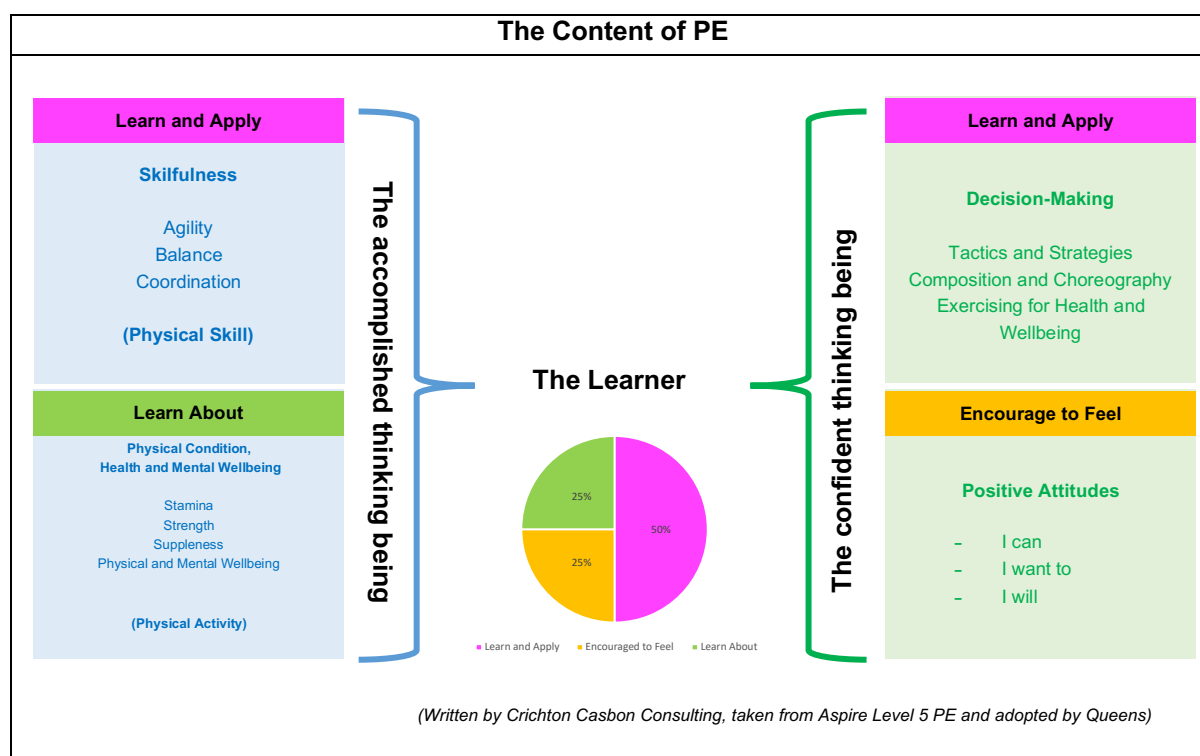
These will help to drive our planning and teaching, enabling all children to recognise their ability to learn and feel successful.

We expect our learners to develop these key characteristics:	We expect our learners to use and develop these learning skills:
Being... • Keen to learn • Motivated • Curious • Committed • Persistent • Aspirational • Confident • Thoughtful • Imaginative • Creative	Being good at... • Listening • Observing • Analysing • Questioning • Thinking • Self-reflecting • Suggesting • Collaborating • Developing; through knowledge and understanding

OUR INTENTIONS AND EXPECTATIONS FOR PE

“Accomplished and Confident Thinking Beings”

What we focus on in this subject is represented in the diagram below - the central focus of our intentions in PE and is the key and unique content of the subject, this is what we intend all of our children should learn.



Learning that makes up the PE curriculum, and through which children can develop into Accomplished Physical and Confident Thinking Beings:

Activity	Focus for success
Athletics	Maximum Performance
Dance	Expression and Communication
Gymnastic	Accurate Replication
Games – Invasion/Net & Wall/ Target/Striking & Fielding	Outwitting and Competing
Outdoor and Adventurous	Problem Solving (Tactic/Strategy)

Therefore, our intention in PE is to develop our children into ‘accomplished physical beings’ and ‘confident thinking beings’ in order for them to become *‘Great Sports People’*.

As Developing Accomplished Physical Beings, we intend that they become increasingly skilful in all physical settings where co-ordination, balance and later, agility are needed. It is these three elements of movement, requiring gross and fine motor skills, that we can develop through teaching and learning.

As Developing Confident Thinking Beings, we intend that they understand, with increasing depth and consistency, the purpose of any activity, and that they can apply their physical skills very effectively in a way that is designed to bring them success. The three different ways of applying their physical skills are set out in the table below. The 'way of thinking' that drives the types of decisions they are making comes from the nature of the authentic activity and the rules that support it.

Our intention is to also develop our learners so that they can be 'intelligent and skilful' participants and performers in any given context.

As a result, our expectations of progression and high achievement will focus on what can be learnt:

We intend that all our children become increasingly accomplished physical beings with excellent:	We Intend that all our children become increasingly excellent decision-makers in their application of:
• Agility • Balance • Coordination	• Tactics and Strategies • Compositions and Choreographies • Exercise Programming for Health and Wellbeing

We Intend to develop good Physical Skilfulness and Decision-Making in all our learners. The table below defines what each of the elements of these two aspects are.

Physical Skilfulness	
Agility	Agility is a combination of both coordination and balance where children react quickly and suddenly to a stimulus that frequently takes them out of balance and standard movements. It is also about having the coordination, balance, and condition to complete challenging and dynamic skills and actions.
Balance	Balance is both maintaining stillness and being equally controlled on and with movement on both sides of the body.
Coordination	This is about all intentional movement ranging from large whole-body movements such as walking, running, standing up, sitting down etc. to fine small movements of specific parts of the body such as handwriting, gesturing etc. The better the coordination, the better the movements are controlled and completed with minimum effort and maximum accuracy.

Decision Making	
Tactics and Strategies	Tactics are the basic approaches and actions you take to outwit or overcome an opponent or to succeed in a challenge. Strategies are the larger plans you make to organise yourself and others in the most effective and efficient way possible to bring about success. Strategies require a range of specific tactics to be deployed for each set of challenges. For example, a strategy might be to concentrate more on attack than defence and a tactic might be to use the widest points of the pitch/court as often and as effective as possible.
Composition and Choreography	Composition focuses on the design and creation of a sequence of movements and actions that meet the criteria provided. It requires the use of a number of design principles to develop something that is artistic, elegantly pleasing and contains specific elements required. Choreography builds further on this by considering how to create relationships with the stimulus provided and with space, people, and objects around. Its intention is communicating with an audience so that they are able to develop their own interpretations and responses to the piece.
Exercising and Healthy Living	This focuses on how to exercise and later, train for specific outcomes and general wellbeing. It is both about designing an exercising routine and a planned pattern for being physically active. The successes of an exercising/physical activity programme can lead to improvement in body condition, personal wellbeing and social wellbeing.

The table below uses these broad descriptions as the basis for setting learning intentions that indicate how the quality of skilfulness and decision-making will develop over time and therefore, how we intend our children to meet our expectations for learning (Progression of Skills Milestones).

Development stage	We intend our children to learn:
First Stage of Maturity: Early Years and Key Stage 1 This is the first stage of maturity in the primary years. Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.	Our children will build on their previous experiences from Key Stage 1 and will learn specific skills, whilst refining and improve existing ones.

Second Stage of Maturity:
Lower-Key Stage 2

During the **second stage of maturity**, basic movements have been learned and children start to develop these into more recognisable skills, though, control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.

Milestone 2 (Year 3 and 4)

Invasion

- To throw and catch with control and accuracy.
- Dribble a ball with control and accuracy.
- Maintain possession of a ball (with, e.g., feet, hands, or a hockey stick).
- Pass to teammates at appropriate times.
- Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding (i.e., finding and using space in game situations).
- Be able to use their own and others' ideas for movements, tactics, composing and exercising.
- Follow the rules of the game and play fairly.
- Lead others and act as a respectful team member.

Net & Wall

- Perform basic skills needed for games with control and accuracy (i.e., forehand/backhand action).
- Throw/send a ball using a variety of techniques.
- Send/hit a ball into space.
- Keep a rally going.
- Begin to apply basic movements in a range of activities in combination.
- Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding (i.e., finding and using space in game situations).
- Be able to use their own and others' ideas for movements, tactics, composing and exercising.
- Compete with others (and follow the rules of the game and play fairly).

Striking & Fielding

- Show control, coordination and consistency when throwing and catching.
- Hit a ball with increasing control and accuracy and technique – with or without the use of a tee.
- Intercept and stop the ball consistently.
- Take up spaces/positions that make it difficult for the opposition.
- Be able to use their own and others' ideas for movements, tactics, composing and exercising.
- Communicate, collaborate, and compete with others (following the rules of the game).

	- Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding (i.e., finding and using space in game situations or skills that make it difficult for your opponent). Target Games - Show control when moving at speed. - Show control to make accurate shots. - Move the ball in different ways, with increasing accuracy and control. - Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding. - Develop and demonstrate the ability to 'putt' accurately. - Be able to use their own and others' ideas for movements, tactics, composing and exercising. - Demonstrate good teamwork skills. Dance - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching. - Plan, perform and repeat sequences. - Move in a clear fluent and expressive manner. - Refine movements in sequences. - Create dances and movements which convey a definite idea. - Be able to use their own and others' ideas for movements, tactics, composing and exercising - Explore and apply a range of basic tactical, compositional and exercising ideas. Gymnastics - Move in a clear fluent and expressive manner. - Show changes of direction, speed, and level during a performance. - Show kinaesthetic sense in order to improve the placement and alignment of body parts. - Travel in a variety of ways including flight by transferring weight to generate power. - Plan, perform and repeat sequences. - Refine movements in sequences. - Be able to use their own and others' ideas for movements, tactics, composing and exercising. - Explore and apply a range of basic tactical, compositional and exercising ideas.
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	Athletics • Sprint over a short distance up to 60 metres. • Run over a long-distance conserving energy in order to sustain performance. • Use a range of throwing techniques. • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways using a run up where appropriate. • Compete with others and aim to improve personal best performances. • Explore and apply a range of basic tactical, compositional and exercising ideas, and/or principles. • To be able to use their own and others' ideas for movements, tactics, composing and exercising.
Third Stage of Maturity: Upper Key Stage 2 During the third stage of maturity children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest, so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.	Invasion • Choose and combine techniques in game situations (running, throwing, catching, and jumping). • Work alone, or with teammates in order to gain points or possession. • Develop control while performing skills a speed and change speed and direction to get away from a defender. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Be aware of key positions for some games and that position's impact on attacking and defending (e.g., such as showing some understanding of netball positions). • To show some ownership in the generation of ideas, decisions, and performances. • Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model. Net & Wall • Use forehand and backhand with control and accuracy. • Hit the ball with purpose, varying speed, height, and accuracy, directing the ball towards the opponent's side or target area. • Adopt a good ready position and show good use of positioning on court.

	• Identify spaces and understand the tactic of hitting into gaps. • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • To show some ownership in the generation of ideas, decisions, and performances. • Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model. Striking & Fielding • Hit the ball with purpose, varying speed, height, and accuracy. • Retrieve, intercept and stop a ball when fielding with control, accuracy, and confidence. • Work as part of a team to make it hard for the other team to score runs (i.e., cover different areas to make it hard for the batter to score runs). • Participate in competitive games, modified where appropriate. • Use skills and tactics to meet the needs of the situation (i.e., outwitting opponents when fielding). • Show good awareness of others in game situations. • To show some ownership in the generation of ideas, decisions, and performances. • Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model. Dance • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Perform complex moves that combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands). • Plan to perform with high energy, slow grace or other themes and maintain this throughout a performance. • Compose creative and imaginative dance sequences. • To show some ownership in the generation of ideas, decisions, and performances.
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	Gymnastics • Create complex and well-executed sequences that include a full range of movements. • Hold shapes that are strong, fluent, and expressive. • Vary speed, direction level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances. • Use appropriate equipment to vault and to swing (rearing upright). • Include in a sequence set pieces, choosing the most appropriate linking elements. • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • To show some ownership in the generation of ideas, decisions, and performances. Athletics • Combine sprinting with low hurdles over 60 metres. • Throw accurately over a distance with clear direction and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Choose the best place for running over a variety of distance. • Experiment with a range of running techniques to find a strategy that helps you run for longer distances (e.g., continuous, interval, fartlek). • Compete with others and keep track of personal best performances, setting targets for improvement. • To show some ownership in the generation of ideas, decisions, and performances. Swimming • Swim between 25 and 50 meters unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Turn efficiently at the end of a length. • Swim at the surface and below the water. • To show some ownership in the generation of ideas, decisions, and performances
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OUR INTENTIONS AND EXPECTATIONS OF THE WIDER PHYSICAL CURRICULUM

“Having the opportunity to be physically active beyond PE”

The intention of our wider physical curriculum is to focus on our vision and is crucial to bringing about gradual progress and high achievement in PE, though its purpose is far greater.

In our school we intend that the wider physical curriculum will support the overall development of the accomplished physical and confident thinking being, as set out above, with its specific purpose being that of focusing on our intention to:

1. Develop physical and mental health and wellbeing
2. Develop positive attitudes and the commitment to a physical and healthier lifestyle

The first is built around our intention that all children in our school should be physically active and have the opportunity to be, as often as possible other than just in PE, and that the physical activity will be of great enough intensity and length, to make a significant difference to our children's physical growth, health and mental wellbeing.

The second is about choosing to be physically active in activities that each child considers significant to them and their identity. It is also about children feeling confident in themselves that they will commit to joining in their chosen activities and to being part of something that has meaning to them. The intention is that children will engage fully in sport, dance, outdoor education, play and other physical activity frequently, and that they feel part of the club/activity both as a participant, and in taking on roles of leadership, organisation and volunteering.

We intend that all of our children will develop an 'I can', 'I want to' and 'I will' approach.

I can	The attitude of 'I can' is something many children need to acquire. When they reach the point of believing 'they can', there is an emerging sense of self-confidence and joy in moving.
I want to	Having an 'I want to' attitude is based around the deep enjoyment children get from the activity they are involved with. They have developed a sense of personal wellbeing that comes from a sense of having succeeded and wanting to experience that feeling again.
I will	Children with an 'I will' attitude have reached the point when they have a deep affinity with their physical selves, the joy of moving and the desire to be physically active. They know how to use it to let their spirits shine and show who they really are. At this point, a physically active lifestyle has been chosen and children feel that it is a significant part of themselves.

(Written by Crichton Casbon Consulting, taken from Aspire Level 5 PE and adopted by Queens)

IMPLEMENTATION

“To accomplish great things, we must not only act, but also dream; not only plan, but also believe”

Our physical curriculum will be successful when every child in our school triumph in realising our intentions for them. Physical activity is central to our physical curriculum and our policy is that all children should be purposefully physically active as frequently as possible, and for suitable lengths of time and intensity. This is because physical activity is what links all areas of the physical curriculum and without physical activity very little learning can take place.

In our physical curriculum we will include PE, which all children will be taught (the entitlement) and in addition, we will expect all children to choose to engage fully in at least one of the following activities:

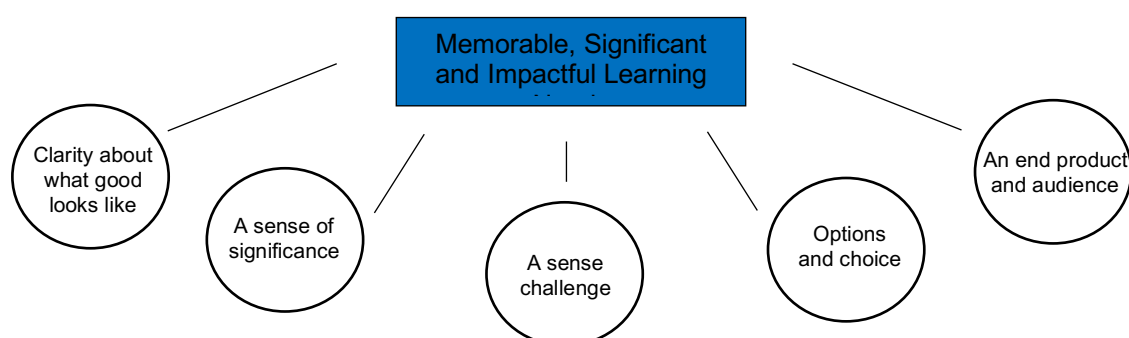
- Sport/Games
- Dance/Gymnastics
- Physical Activity
- Outdoor Activity

The process of designing planning for our physical curriculum is based on a clear set of principles as set out below:

1. What we provide must ensure that our children have the best chance to achieve our intentions for them ‘*Great Sports People*’ – vision, quality of learning, progression and achievement
2. What we provide will have breadth, balance, depth, significance, and challenge
3. We will use our resources of space, time, equipment and people (step principle) and lesson resources extensively and effectively
4. We will ensure that our design and planning focus on how to make our children’s learning memorable, significant and impactful

Our curriculum programme is designed to ensure that learning is memorable, significant and most importantly impactful, and leads to improvement, progress and high achievement.

The planning for learning is essential and very powerful when there has real purpose and significance to the learner...



The programme of units of learning in PE are provided in the “curriculum programme” for each year group. Taking account of the need to plan memorable, significant and impactful learning, these have been chosen and sequenced so that they provide a good range of activities that together, ensure adequate breadth, balance, depth, significance and challenge to our children, and also act as a link to School Games (SG) competitions.

To ensure that we implement the programme well, we ensure to:

1. Know what 'good' looks like and set expectations accordingly
2. Be fully aware of the learning intentions
3. Focus on the 'activity' selected for each unit and link it to all the other units
4. Know what needs to be performed well
5. Continually develop staff/ coaches to ensure effectiveness and the quality of the learning

The PE Subject Lead and Coordinator will set out the units to be learned across the school year through the whole school overview – long term plan (curriculum plan) – for PE and then therefore, allocate and manage resources to be used.

PE planning is derived from the National PE Curriculum aims, purpose of study and subject content and also from PE Planning. This provides a structure for planning/resources and states which areas of PE can be taught throughout the school. Each class is allocated 1 hour and 40 minutes of PE from Year 3 to Year 6 and all classes use the school hall for indoor activities and the playground/field for outdoor activities. Swimming will take place at an external venue; swimming lessons are delivered by qualified Swimming Teachers and are assessed accordingly.

When planning units and lessons, it is critical that time is used effectively, so, when planning we make sure that there is sufficient time for our children to:

- Explore the skills and concepts related to the lessons set/unit
- Have the time to practice and improve both the techniques/skills and the decisions they can make
- Develop the quality of what they are doing to a performance level of which they are proud of.

OUR APPROACH TO THE WIDER PHYSICAL CURRICULUM

The key focus on our wider physical curriculum is to realise our vision for our children.

There are many rewards to having a programme of activity and learning beyond the physical:

1. It is often what children come to school for and this is what makes attending school worthwhile.
2. It is a major contributor in helping children be physically and mentally well.
3. It allows children to develop a sense of self-identity and ownership.
4. It is what brings parents and wider family members into school.
5. It supports and extends learning in PE.

We know that through experience and research that children that are regularly involved in sport and volunteering, are happier, healthier, and more successful than any other groups.

In our school we will provide:

- A breakfast club that includes the opportunity for a range of physical activities to help start the day well.
- Carefully planned lunchtime activities during lunchtimes that our children can choose to get involved with.
- After-school clubs (School Sport) that focus on a range of sport and dance provision
- Intra and inter-school competitions that enable as many children as possible to represent a group, house or the school.

Our range of activities and before and after-school clubs will both influence and build on the activities we use to develop physical skilfulness and decision making in the PE curriculum and it will be through this, that we focus on developing and giving value to our children's:

- Physical activity levels
- Development of general physical condition and wellbeing

OUR APPROACH TO TEACHING

"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given"

PE is taught in line with our teaching and learning policy and scheme of work, and associated resources ensures continuity and progression following guidance from the National Curriculum.

Pupils are taught within their normal class as individuals, in pairs or groups as appropriate, to facilitate a range of individual learning styles and are also able to reflect and evaluate their own performance, with teacher/coach support.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop our children's knowledge, practical skills and understanding in order for them to become '*Great Sports People*', and we do this through a mixture of whole class teaching and individual/group activities.

Teachers/coach's draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons children are given the opportunity to both collaborate and compete with each other and have the opportunity to use a wide range of resources.

There are 2 separate inter-related aspects of best teaching which we follow, these are:

- Being and behaving as a great teacher.
- Using all the skills and tools that bring about outstanding teaching.

One of these is about the characteristics that the very best and most influential teachers display, and the other is about what we know are the approaches that are most evident in the best teaching that takes place.

Our expectations of our staff being 'great teachers' in the physical curriculum are that they inspire our children by:

- Being welcoming and keen to engage with children and the subject.
- Modelling our vision for the physical curriculum in what they do and talk about.
- Showing commitment, a desire to learn, self-confidence and a willingness to have a go in all aspects of the physical curriculum.
- Showing a belief that every child will succeed.

Our expectations of our staff in consistently demonstrating great teaching skills are that they:

- Plan systematically and expect the very best of all learners
- Use time, space, people, and equipment in ways that maximise learning and ensure safety
- Provide regular and supportive feedback to learners
- Praise effort, commitment and all learning achieved that results from these

Good teaching needs:	
- Clear planning - Good classroom relationships - Assessment for learning - Relevant homework - Different teaching styles - Monitored progress - Pace and challenge - A stimulating environment	- Organised classroom management - Regular evaluation and review - Effective partnership with Learning Support Assistants (Sports Assistant) - Awe and wonder - Targeted questioning to move learning on - Effective feedback (written and verbal) (Taken from our Teaching and Learning Policy)

INCLUSION AND SAFE PRACTICE

"We want a culture that is safe and inclusive of everyone and where everyone who joins, feels they have opportunities to succeed and grow"

A critical aspect of great teaching is to ensure safe practice. Safe practice within our PE curriculum is something at the forefront of our minds. The best teachers do this automatically as part of making lessons memorable, significant, and impactful. The fundamental elements of ensuring practice is safe are as follows:

- Identify potential risk.
- Assess seriousness of risk.
- Identify how to mitigate risk.
- Put into place actions to manage risk.

There are two linked parts of safe practice:

1. Risk assessment
2. Risk management

Risk assessment focuses on identifying potential dangers to children in terms of:	Risk management focuses on reducing or negating the risk identified by making sure that:
- Space - People - Equipment - Challenge	- There is sufficient space for the activity and minimal clutter - Children are well organised and focused on learning behaviours - Equipment is of the right size and weight so that it is not likely to injure a child - The tasks set are appropriate for the physical and emotional maturity of the learners

All areas of PESSPA aim to promote equal opportunities, which recognises that each child should have access to the curriculum regardless of gender, race, disability or learning difficulty.

- Children are taught in mixed class groups - girls and boys have access to all activities both within and outside the curriculum and clubs are also available specifically for more able or less able pupils.
- Activities and programmes are provided which enable all children to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity.
- Children will have the experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member.
- Children will be required to act as judges, umpires, and referees, and reflect on the skills, qualities and approaches that are essential to be an effective manager and organiser - this will be available both within lessons and during extra-curricular clubs.
- Children will have the opportunity to study Outdoor and Adventurous Activities (OAA).
- Children may have special needs in PE due to sensory, visual, auditory, mental or movement difficulties and they may also have learning difficulties and medical conditions - all children's overall emotional and behavioural wellbeing will be considered when planning and delivering activities, these difficulties may be temporary or permanent, mild, or more severe and tasks will be adapted accordingly.
- Pupils will be given, wherever possible, the opportunity for privacy when changing for extra-curricular activities (school sport), where not already in PE Kit.

OUR CURRICULUM PLAN – PLANNING FOR MAXIMUM ACHIEVEMENT

“Success is not an accident, it requires creative, responsive and careful planning”

Our curriculum plan and progression of skills is set out in the curriculum programming and links to our vision and expectations:

This sets out for each year group:

- The key learning intentions for the year.
- The starting point for each year group and the expectation of progress over the year.
- The units of learning to be completed based on the range of activities that have been selected as significant and the order in which they should be experienced.
- The specific pupil challenges that will be the end product children are proud of.
- The allocation of resources of time, people, space for each unit.
- The opportunities to extend learning through the extra-curriculum (school sport).
- Our expectations of engagement with and involvement in the extra-curricular programme.

Whilst the programme has been designed and set out carefully, teachers/coaches are expected to use their assessment of children's learning to make adaptations as needed to ensure maximum progress is achieved. This includes:

- Shortening or lengthening a unit of learning.
- Adapting or changing the core task to challenge children more appropriately.
- Differentiating learning expectations and tasks for different groups if this will increase progression for all.

Any of these should be based on evidence and a discussion with the PE Subject Lead & Coordinator.

ASSESSMENT

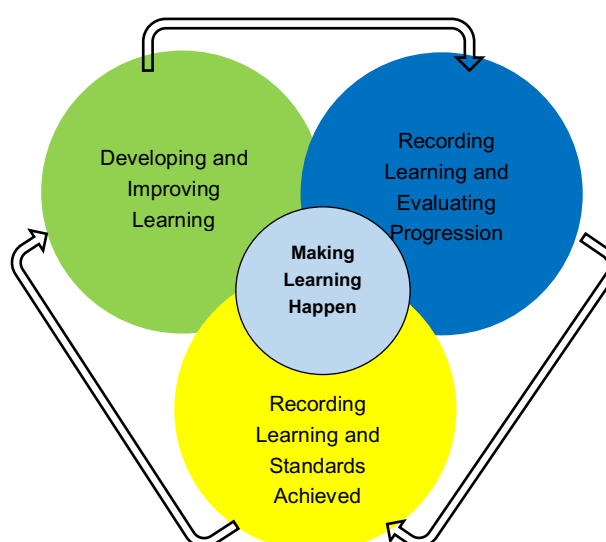
“Assessment is powerful”

Our assessment in PE is about giving value to our children through the physical and to the learning that has taken place; setting out the next learning steps that will bring about:

- Further improvement in lessons or combinations of lessons.
- Greater progress over combinations of units.
- Maximum achievement over the course of a year.

There is also the need to give value to our children’s development of themselves in relation to our vision for PE. Though, this does not need regular recording in the same way as for the learning that is directly related to PE. It is through focusing on what we know about our children’s commitment, desire to learn, self-confidence and willingness to work hard in all aspects of our physical curriculum.

Cycle of Assessment
Improvement, Progress, Achievement (IPA)



(Written by Crichton Casbon Consulting, taken from Aspire Level 5 PE and adopted by Queens).

Teachers/coaches assess learning and skill progression in PE as they observe children during lessons. They record the progress made by each child against the learning objectives and milestones for each unit. To ensure skill progression in PE through the school, skills are split into two milestones - milestone 2 for Year 3 & 4 and milestone 3 for Year 5 & 6 - meaning that our children have two years to master and achieve a skill, before moving onto a new skill in the next milestone.

At the end of each unit of work, teachers/coaches make a judgement against the progression of skills checklist as to whether our children have met, exceeded or are working towards or working below the expectations of each individual unit. These records also enable the teacher/coach to make an annual assessment of progress for each child, as part of our children’s annual report to parents.

The table below defines what the criteria for assessment are.

Expected Standard (EXS) indicates that our children are working at the expected level for a child in their year group.
Working at Greater Depth within the expected standard (GDS) indicates that our children are working at the expected level for a child in their year group and are being stretched through encouragement to think deeper about it.
Working Towards (WTS) indicates that our children are currently working towards the expected level for a child in their year group.
Working Below (WB) indicates that our children are working below the expected level for a child in their year group – they will be receiving specialised support from their class teacher or another adult in the school.

MANAGEMENT

“PE Teachers provide training for life”

The Headteacher along with the PE Subject Lead and Coordinator has the responsibility for ensuring that the PESSPA aims, intentions that are set within this policy and guidance are Implemented in line with the PE National Curriculum and report regularly to the School Governors and parents.

Role of the PE Subject Lead and Coordinator - the role of the PE Subject Lead and Coordinator involves:

- Producing a flexible, inclusive, and engaging programme, with lesson ideas to support its implementation which includes adequate breadth, balance, depth, significance and challenge for our children.
- Supporting colleagues in all aspects of the curriculum
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs (School Sport) to further develop.
- Ensuring quality of learning remains high in each year group through effective monitoring of the subject, so it is memorable, significant and impactful to our children.

The PE coordinator in depth is also responsible for the following areas:

As part of the curriculum:

- a) To give the benefits to others of their knowledge and experience.
- b) To increase their own and others knowledge/experience in the teaching of PE.
- c) To support planning for others.
- d) To evaluate the programme for PE and monitor its quality.

As part of planning:

- a) To prepare and promote - guidelines, policy, schemes of work (curriculum plan) and the wider physical curriculum.
- b) Developing and implementing assessment, recording and reporting systems.
- c) To lead in preparing and implementing a PE action plan.

Monitoring and development of equipment and resources:

- a) To organise and have an overview of what is available.
- b) To promote use and ensure maintenance.
- c) To monitor health and safety.

In developing networks:

- a) That engage in curriculum consultation and discussion.
- b) That aim to promote curriculum consensus.
- c) That share resources.
- d) That develop links with other partner schools.
- e) That establish community links.
- f) That identify and promote external agencies.

With school staff and coaches:

- a) To advise/work alongside/and consult with individual staff.
- b) To provide special work for individuals or groups.
- c) To provide resources and equipment.
- d) To arrange school-based professional development opportunities.
- e) To encourage and monitor colleagues own professional development.
- f) To liaise with other subject leaders/coordinators within their own and other schools.

RESOURCES AND EQUIPMENT

“It matters little how much equipment we use; it matters much that we be masters of all we do use”

All children have access to a range of well organised, clearly labelled/identified resources to develop the ability to select and use the appropriate equipment for a task. The PE Subject Lead & Coordinator will ensure that all resources are maintained, stored safely in the PE store cupboard, made available when they are needed and returned after use. Anyone who uses PE equipment that is or becomes faulty, damaged and/or broken will notify the PE Subject Lead and/or Coordinator of the damage.

Children will also be taught to use resources/equipment appropriately, safely, and independently and teachers/coaches will also use a diverse range of resource material to cater for all the needs of the children.

PE KIT

“Dress to impress”

Our children are expected on their day of PE, to come to school wearing PE kit – in order to ensure safe participation during sessions. It is also an expectation that teachers/coaches set a good example by wearing appropriate clothing when teaching PE.

PE kit:

- White t-shirt (plain)
- Black shorts/joggers
- Pumps or appropriate trainers
- A plain tracksuit or suitable warm clothing for outside use (when necessary)

Swimming kit:

- Swimming shorts/trunks (swimming shorts must not be below the knee)
- Swimming costume (one piece)
- Towel
- Swimming goggles

Please note, Children who are unwell or injured must still bring swimming shorts/trunks/costume to their lesson but may also bring a t-shirt/shorts and flip flops to wear whilst assisting outside of the pool.

All clothing and footwear should be suitable for the activity (teachers and parents/carers should check this regularly). Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches, and rings etc. Items such as earrings that children may be unable to remove should be covered by surgical tape, long hair should also be tied back with a bobble or hairband.

Should children for whatever reason not be able to physically take part in PE, active cards will be used to support these children with engaging in lessons beyond the physical, giving them an active and supporting role within the PE lesson.

EVALUATION - KNOWING THE IMPACT OF OUR PHYSICAL CURRICULUM

‘Striving to be the Best Possible’

The policy will be evaluated in line with the school’s review policy. Evaluation will include effectiveness, ease of implementation, resourcing issues identifying any amendments needed and additions required to the policy as a result of legislation or other changes to the PE curriculum. Having set ambitious and valuable outcomes to achieve, how can we know that things are better now?

The physical curriculum is not simply a number of activities that we provide and can tick off on completion, it is about changing and improving life chances of each and every one of children. Our evaluation of impact process is critical in ensuring that, as in our values, our children can achieve the

very best results and become the most successful people they can. It is only through careful monitoring of development and progression, and well thought through interventions and changes in what and how we do things, that we have a chance to help each, and every child achieve their real potential.

It is, therefore, our policy to review our PESSPA provision by undertaking an action research/evaluation and intervention process annually.

There are 6 steps as set out below - all are based on our ongoing observations and almost all the information we use is gathered from our day-to-day contacts and recordings of learning with our children. The process we will use simply helps us to make sense of what we see, hear, and sense, and then identify and implement changes that will make a real significance to our children.

The areas of focus are set out in our Intentions:

1. Our vision for our learners
2. Our expectations of the standards they will achieve
3. Our expectations of them as '*Great Sports People*'

Step 1	Our baseline - what are learners like now in relation to our vision, expectations, and quality as learners?
Step 2	Making a judgement on how well our learners are doing overall for each area of focus/unit
Step 3	Identify and set priorities – how much better will our pupils be doing and in what?
Step 4	Set targets – how much better will we see our learners doing in one/two/three years?
Step 5	Improving our provision – what will we do to bring about the difference we want to make and why will it work?
Step 6	Describing the differences in our learners because of change to changed or improved provision – what impact has been made since the first report?

“Above and Beyond the Physical”