



**St. Mary  
Magdalene**  
*C of E Primary School*



Love to learn, learn to love

# St Mary Magdalene CE Primary Policy and Procedures for Safe Practice in Physical Education, School Sport and Physical Activity. (PESSPA)

Agreed by Governors	
To be reviewed	

## Our School Vision

Learning to love, Loving to Learn	
Learning to love ourselves	Each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts.
Learning to love each other	We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community.
Learning to love the world around us	Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it.
Learning to love God	All are invited to experience the love of God, that is offered to each and every one of us.

## **INTRODUCTION**

This document is a statement of the aims and strategies for the teaching and learning of PE at St Mary Magdalene CE Primary School. It will be continuously reviewed to encompass the school's new leadership team and new Health and Safety guidance for safe practise in Physical Education and School Sport.

## **Aims**

Physical Education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action and teaching safety to children in Physical Education, School Sport and Physical Activity (PESSPA). It involves thinking, selecting and applying skills and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

## **The objectives of Physical Education**

- • To develop competence to excel in a broad range of physical activity
  - • To engage children in competitive sports and activities
  - • To engage children in physical activity for sustained periods of time
  - • To encourage lifelong participation and a healthy active lifestyle
  - • To develop the children's enjoyment of physical activity in order to increase participation
  - • To enable children to develop and explore physical skills with increasing control and coordination.
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- • To enable children to evaluate their own and others' performance and improve their quality and control as a result.
  - • To encourage children to work and play with others in a range of group situations.
  - • To develop children's knowledge and understanding of different sports and games, and apply rules and conventions when taking part.
  - • To enable children to recognise and describe how their bodies feel during exercise and understand the importance of a healthy lifestyle.

## **Planning for PE**

PE is a foundation subject in the National Curriculum. As required in Key Stage 1, we teach that pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.

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Along with this pupils in Key Stage 1 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.

In Key Stage 2, pupils are taught to continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Along with this, Pupils are 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 (this is usually catered for during residential trips and forest school trips)
- • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All children in Years 3 and 4 are taken swimming during Summer term to Sandwell Leisure Trust Wednesbury Leisure Centre with qualified swimming instructors and lifeguards present. During swimming, pupils are 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.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long term plan maps out the PE activities covered in each term during the Key Stage. The PE subject leader devises this plan.

Medium and Daily plans are provided through the scheme of work PE Passport. These units of work range from Reception to Year 6 and provide progressive, clear and safe lesson plans appropriate to the age related expectations for each year group. It is the responsibility of staff teaching PE to assess whether children are able to access their age related expectations and whether it is necessary to access previous expectations for children or to alter lesson plans to suit the needs of their children.

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PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work so that the children are increasingly challenged as they move up through the school.

**In EYFS** Physical Development is one of the 7 Areas of Learning and is provided for continuously throughout the session. We encourage the children to develop confidence, control of the way they move and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge both indoors and outdoors using a wide range of resources to support specific skills. Whilst space is an issue, we provide as many opportunities as possible for children to access Physical Development activities which are child initiated. In addition to this, both Nursery and Reception have a scheduled hall time each week where specific skills can be further developed (refer to EYFS Policy for further details). The EYFS curriculum and the children's personal baselines form the planning for each session.

### Teaching of PE

St Mary Magdalene CE uses a PE coach and teaching staff to deliver PE across the school. Tailored CPD is offered through the company Sports Plus to upskill all staff required to teach PE as necessary.

In PE lessons our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give the children the opportunity both to collaborate and to compete with each other. They have the opportunity to use a wide range of resources.

At St Mary Magdalene Primary School -

- ☞ Aims and objectives of each lesson are made clear to pupils and are shared as a WALT (We Are Learning To).
- ☞ Pupils with Special Educational Needs are supported where possible by Learning Support Practitioners and work is carefully differentiated. Teaching staff ensure that medical and educational needs are fully understood by staff teaching PE. In most cases staff are teaching PE within their own classes where they know the children, for those that are not, yellow SEND folders are available in central places in classrooms.

☞ In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:-

- ♣ Setting common tasks that are open-ended and can have a variety of results e.g. timed events such as an 80m sprint;
- ♣ Setting tasks of increasing difficulty where not all children complete all tasks e.g. different types of roll including forward roll;
- ♣ Grouping children by ability and setting different tasks for each group e.g. different games;

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- ♣ Providing a range of challenge through the provision of different resources e.g. different gymnastics equipment.
- ⌘ Pupils will receive feedback about their own progress through discussion. Children evaluate and improve their performances and are encouraged to offer feedback on each other's work and to accept feedback on their own.
- ⌘ We aim to offer a broad and balanced PE curriculum. As a school, we subscribe to PE Passport, which provides a range of lesson plans and sequences to support non-specialist class teachers to deliver PE. There is an Annual Sports Day (planned for, and delivered by, our school staff) where children can compete in Athletics activities. This is held at a nearby primary school and parents are encouraged to attend.

For further details – please see our Teaching & Learning Policy.

### **Assessment for Learning**

Staff assess children's work in PE by making judgements as they observe them working during lessons. Pupils are encouraged to evaluate their own work and suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child as part of the school's annual report to parents. The coach enters this information into the school's web-based monitoring system Inserts (PE Hub).

The PE subject leader/school staff may keep photographic and video evidence of children's work (in compliance with the school's Photography Policy Statement including use of Photographs and Images). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school and can be used to assess children and set next steps in their learning.

Evidence of learning can come from:-

- } Self assessment (may include checklist, diary, watching own performance on video or questionnaire. Encouraging children to question and reflect upon judgements and decisions made)
- } Peer assessment (reflecting on each other's performance and offering constructive feedback)
- } Whole-group assessment
- } Teacher assessment (checklist, written records)
- } Joint pupil and teacher assessment (reflection on involvement in school or community activities and ability to work within the group)
- } Other adult assessment (teaching assistants, outside visitors)

### **Organisation**

At St Mary Magdalene, PE is organised in the following ways:-

- ⇨ Each class in Years 1-6 receives 2 hours of PE a week, which is led by teachers at school.
- ⇨ Physical Development is a Prime Area of Learning in the Early Years and is embedded in daily provision. Discrete lessons are also planned for and delivered by the classroom teacher.
- ⇨ Lessons take place in the school hall and on the school playground
- ⇨ Each lesson is one hour in length so the children receive two PE lessons per week.

### **Resources**

Resources to support the teaching of PE across the schools are kept in the PE Store and this is accessible to children only under adult supervision. The children use the school hall, playground, and dining rooms for games, dance, and athletics. Places for People West Bromwich Leisure Centre is utilized for swimming lessons.

The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. Pupils are taught the safe methods appropriate to their age, size and strength and this will be supervised by staff teaching PE lessons. The children use the playground for games and athletic activities. Gymnastics equipment is checked for safety annually and defective equipment is discarded of and replaced as necessary.

Staff will use gymnastic mats selectively. Their purpose is to provide comfort and confidence when working on the floor and landing, to encourage changes in direction during a sequence and as a target area for starting or landing. They are not intended to cushion against landing from a height or a fall. Mats must not overlap as then risks become more evident.

### **Sports Premium**

The school will receive approximately £16,000 of PE premium funding. This funding is exclusively for PE and sport provision in school and will be used to improve the quality and breadth of provision, including increasing participation so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. It is our vision to use this money to enhance provision in such a way that new initiatives are sustainable beyond 2015. One example of this is purchasing training for staff members to become qualified sports coaches. A breakdown of how the money will be spent is available on the school website and includes; additional clubs, resources, community outreach, staff training, participation in a PE Network, AfPE membership and PE kit for children who do not have their own.

### **Training**

The PE Co-ordinator has a responsibility to indicate the professional development they feel is appropriate. As a school, we are part of a PE Network led by Sue Trotman through her company Dance Desk. Regular training sessions are available through this Network and are open to any member of staff at St Mary Magdalene CE. The PE Co-ordinator, the Head Teacher and EYFS/KS1 support staff have all had some training to date. All external agencies also provide their coaches with regular CPD opportunities.

### **Health & Safety**

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

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The Governing Body has adopted the Association for Physical Education's (AfPE) Safe Practice in Physical Education, School Sport and Physical Activity (2020). This manual provides guidance on a wide range of issues in PE health and safety and should be referred to as necessary. It is kept in the Head Teacher's office, where all staff are able to access in an unlocked cupboard.

For any further information please refer to the school's health and safety policy and risk assessment file.

Use of any external personnel including sports coaches and volunteers will be in line with the schools policy on CRB / staffing checks.

All staff are required to continually monitor the the safety of activities and tasks as lessons and sessions progress. This on-going risk assessment and responses to causes of concern reflect the school's common safety standards. Any safety concerns are to be reported to subject leader of PE, Head Teacher or Site manager and should be reacted to appropriately to reduce the risk.

### Clothing, Footwear and Personal effects.

A full description of the PE kit can be found in the school prospectus. Children will either need to wear acceptable PE footwear or work barefoot in PE.

Children are expected to wear;

- → Black shorts or tracksuit bottoms (weather and activity dependent) and a white t-shirt
- → Pumps or trainers for all outdoor PE and indoor games. Children will be barefoot during gymnastics and dance activities including lessons that require any apparatus unless the child has a verrucae where a plaster to cover must be provided by the parent. Socks must not be worn on their own at any time in PE.
- → **Jewellery is to be removed (bracelets, earrings etc)**
- → Earrings that are newly pierced (up to 6 weeks) to be covered with tape/padding which protects the back of the earring as well as the front.
- → Earrings that have been in for more than 6 weeks must be removed by the child or parent before coming to school. Staff are not permitted to replace earrings once removed.
- → No zips or hoodies to be worn for indoor activities to ensure children do not over heat.
- → For lessons that do not require leaving the classroom e.g. CyberCoach, a change of footwear and removal of jumper is adequate for this activity within the classroom.
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*Staff are required to wear appropriate PE kit for teaching safely in PE, including appropriate footwear and removal of jewellery to ensure that they are modelling appropriate behaviour in PE.*

### Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day run by Miss J Weaver and PE coach Miss C Smith. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each new term.

**Break times / lunch times**

The playground has been organised to encourage children to take part in physical activity during their breaks. Children are encouraged run around, jump and play with a variety of equipment. At lunch times there is a wide variety of activities on offer including various team games run by our site manager Mr A Sones.

**After school clubs**

We encourage all pupils to take part in a range clubs and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do and do not take part in regular extra exercise. A wide range of clubs is also offered; these may include dance, football, multi skills, gymnastics and netball.

**Competition**

Pupils take part in a range of intra-school and inter-school competitions some of which are organised through the local School Sports Partnership and local mini leagues. Others are organised internally. Anyone taking groups to off-site sports fixtures, festivals or tours follow the guidance set out in afPE's Safe practice in Physical Education, school sport and physical activity (2020).

**Contribution of PE to teaching in other curriculum areas**

**English:**

PE contributes to the teaching of English in our school by encouraging children to engage in discussion about their performance. Oracy is a school wide focus and Higher Order Questioning and less teacher talk are features of our PE lessons at St Mary Magdalene Primary School. Key vocabulary is shared in lessons and is expected to be used by children as they plan, discuss and evaluate their work in PE.

**Personal, Social, Health and Moral Education:**

PE contributes to the teaching of Personal, Social, Health and Moral Education and Citizenship. Children learn about the benefits of exercise and healthy eating and how to make informed choices about these things. Through the Daily Mile and other initiatives that we take part in throughout the year, children are encouraged to think about staying healthy and how Physical Education can affect their wider school and community.

**Spiritual, Moral, Social and Cultural Development:**

The teaching of PE offers opportunities to support the social development of our children through collaborative learning in lessons. Groupings allow children to work together, giving children the chance to discuss their ideas and performance. Their work in general enables them to develop a

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respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and to develop a better understanding of themselves and of each other.

### **PE and ICT:**

Information and Communication Technology enhances the teaching of PE where appropriate in all key stages. In dance and gymnastics, children may make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performances from recordings and use these to improve the quality of their own work. Digital cameras and iPads can record for a variety of purposes. The Interactive Whiteboard is regularly used in lessons. Collection and storage of photographic evidence complies with the school's Photography Policy Statement including use of Photographs and Images.

### **Mathematics:**

During the initial part of each lesson children will evaluate space and use measures to ensure safety during PE. Getting themselves into groups will require children to use basic counting and grouping including using counting of steps in dance and gymnastics sequences whereby children need to count their steps to a beat.

### **PE and Inclusion**

We teach PE to all children, whatever their ability or individual needs. It is our policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils, including those with Special Educational Needs, EAL, disabilities, and special gifts and talents. We take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that, where needed, action may be taken to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Intervention for children with SEND will lead to the creation of a Learning Plan for children with Special Educational Needs. The Learning Plan may include, as appropriate, specific targets relating to PE.

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During lessons, through skilful teaching, differentiation of activities provides adequate challenge for children of all abilities. Our PE coach looks for opportunities to scaffold or extend learning by; providing more challenging or supportive equipment e.g. larger/smaller balls, more/less elements in a dance sequence. They offer feedback appropriate to individual children as they move about the learning environment.

### **Recording and Monitoring**

The monitoring of the standards of children's work and of the quality of planning and teaching in PE is the responsibility of the PE subject leader. The subject leader gives the Head teacher a termly impact report which the strengths and weaknesses in the subject and areas for further improvement are shared. This links directly to the School Improvement Plan. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school.

PE is monitored by the Co-ordinator and the Senior Leadership Team (SLT) in the following ways:-

- ↪ Per term via schemes of work
- ↪ Through a whole-school monitoring\observation programme
- ↪ Pupil conferencing
- ↪ The Subject Coordinator regularly meets with the Head Teacher to share monitoring and decide on next steps.
- ↪ Informally via learning walks, timetable of annual events and community links. ↪ This policy will be reviewed informally every year and formally every three years.

### **The Role of the PE Co-Ordinator – Miss J Weaver**

The role of the PE Co-ordinator is as follows:-

- } Monitor coverage delivered to students through schemes of work
- } Liaise with fellow Co-ordinators
- } Support colleagues in their CPD in the area of PE
- } Monitor progress in PE and advise the Head Teacher of any action required
- } Keep up-to-date with developments in PE, attend relevant courses and disseminate information to colleagues as appropriate
- } Play a role in monitoring the quality of PE teaching in school
- } Liaise with WBA Foundation and Aspire to offer feedback on the coaching/mentoring and extra-curricular provision our school has received each half term
- Manage the PE budget, plan for spending of allocated funds and for the appropriate use of the Sports Premium funding.

The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for PE in the school.

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*Miss J Weaver*

*Reviewed April 2025*

*St Mary Magdalene CE Primary School*