

Author: Hawthorn Tree School
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1. Introduction

This policy outlines the intent, implementation and impact of Physical Education (PE) at **HAWTHORN TREE SCHOOL** and is in line with the National Curriculum for PE. The implementation of this policy is the responsibility of all staff.

2. Entitlement and Statutory Requirements

PE is a foundation subject to which all children have an entitlement. The National Curriculum requires the development of a broad, balanced and relevant programme providing all pupils with experiences which will encourage participation, enjoyment, physical development, social skills and an independent interest in health for life.

The PE Programmes of Study in the National Curriculum outline the following skills to be covered in the teaching of PE throughout key stages 1 and 2:

Key stage 1

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.

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 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.

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

The PE programme taught at **HAWTHORN TREE SCHOOL** ensures that all children receive this entitlement.

3. The intent and aims of PE at HAWTHORN TREE SCHOOL

- To encourage children to take part in and enjoy a variety of physical activities
- To provide each child with the opportunity to take part in regular physical activity
- To provide opportunity to improve Agility, Balance and Coordination
- To encourage pupils to develop a positive attitude towards health and exercise which will permeate their lives outside school and into adulthood
- To help pupils understand the importance of safe practice and to act responsibly
- To help children understand what happens to their bodies during physical activities
- To develop children's leadership skills
- To develop children's overall social, cognitive, physical, personal, creative and health and fitness skills and understanding.

In teaching PE at HAWTHORN TREE SCHOOL we aim for our children to develop **holistically** through the multi-ability skills of Social, Personal, Creative, Cognitive, Physical and Health and Fitness, as well as improving their Fundamental Movement Skills of Agility, Balance and Coordination.



real PE. Create Development

Through lessons we aim for pupils to:

- Gain an understanding of how their bodies change during exercise.
- Be physically active in order to develop areas of Agility, Balance and Coordination.
- Plan and perform physical actions with control.
- Use appropriate language for different equipment and actions.
- Understand a variety of physical activities and their purpose.
- Be able to work and communicate in a team.
- Develop as leaders.

Through lessons we aim for pupils to become independent learners by:

- Developing problem solving, decision making and evaluation skills
- Having opportunities to evaluate, modify and consolidate their own and others' performances
- Improving skills through practice
- Developing self-confidence when working individually or in groups

Through lessons we aim for pupils to develop positive attitudes by:

- Accepting rules and conventions, leading to an appreciation of the concept of fair play in competition and good sporting behaviour
- Appreciating the strengths and weaknesses in both themselves and others
- Supporting each other to make progress by peer coaching

Through lessons we aim for pupils to be aware of safe practice and health by:

- Showing an awareness of and applying safety rules
- Listening to and responding to instructions
- Correct use and movement of equipment and apparatus
- Wearing appropriate clothing for different activities, adhering to the dress code as stated in section 8 of this document
- Understanding the need to warm up and cool down before and after physical activity
- Understanding health issues related to fitness and the need to maintain an active lifestyle

4. Implementation of PE at HAWTHORN TREE SCHOOL

4a. Curriculum Maps

Curriculum maps provide key stakeholders with information on:

- The activities pupils' will experience over the course of a year / key stage.
- When (e.g. which term) certain activities may occur.
- The relative time allocation / duration of those activities.

The P.E. co-ordinator has responsibility for the organisation of **HAWTHORN TREE SCHOOL'S** PE Curriculum maps and its review. An example of this can be found in Appendix I.

The map is a guide for deliverers. Deliverers have the professionalism and autonomy to decide whether more or less learning time is required for each activity on the map.

The PE co-ordinator will assist staff members in their decision making based upon their professional needs, the needs of their individual classes and children and the activity in question.

4b. Units of work

At **HAWTHORN TREE SCHOOL** it is the responsibility of the P.E. Co-ordinator to source and plan the subject content for our units of work.

Subject content is currently sourced, planned and delivered in the following Key stages:

KEY STAGE 1	KEY STAGE 2
• Real PE	• Real PE
• Real Dance	• Real Dance
• Real Gym	• Real Gym

• Playground Games and Team building (EYFS, Y1, 2 only)	• Outdoor and Adventurous Activities (OAA) (Y3, 4, 5, 6 only)
• Athletics/ Personal Best	• Athletics/ Personal Best
	• Swimming (Y3, 4, 5 only)

Sources of Information:

- I. **Create Developments real PE programme** embody the majority of our curriculum content and delivery ethos. They each share a holistic approach to the child's learning, encompassing a progressive whole school programme. They are designed to focus on the children's Fundamental Movement Skills of Agility, Balance and Coordination, as well as their social, cognitive, physical, personal, and creative as well as health and fitness skills and understanding.
- II. **Create Developments real Gym programmes** (from September 2021) also share this holistic approach to delivery.
- III. **Create Developments real Dance programmes** (from September 2021) also share this holistic approach to delivery.

All of Create Developments programmes are subscription based and found at www.real.jasmineactive.com (Username and Login set up can be obtained via the PE co-ordinator who holds the Admin rights).

IV. **Swimming:**

Swimming is provided during Key Stage 2 (Y3, 4, 5) using our local leisure centre's school swimming programme and swimming instructors. A copy of the swim school programme, its objectives and record sheets can be found electronically on the staff shared drive.

Year 6 also have access to a TOP UP swim Programme offered by our Boston and District School Sports Partnership.

HAWTHORN TREE SCHOOL use Geoff Moulder Leisure Complex, Rowley Road. Boston. Lincolnshire. PE21 6JE as our swim school provider. Programmes run across approximately 8 sessions per year group. They place children within the most appropriate of 3 ability groups within which children look to develop.

Information on progress and attainment of the children is passed to the class teacher at the end of the 8 session programme. They are expected to share a copy of this with the PE co-ordinator. It is the PE co-ordinator's responsibility to track and communicate swimming progress throughout Key Stage 2.

- V. **Outdoor Adventurous Activity:** During Key Stage 2 we use CAAPS (Curriculum Adventurous Activities for Schools) by Clive Atkins and Jan Hickman, 2016. It is endorsed by the Association for Physical Education and requires no specialist Outdoor Adventure Training.
- VI. **Athletic activities:** As part of this unit of work pupils in Years 3-6 have the opportunity to achieve ESAA Athletics Awards or Athletics 365 challenge certificates.
- VII. **Playground Games and Team building:** This unit of work was written by a Qualified PE teacher and has the aims of preparing pupils in EYFS and Key Stage 1 for their free time during playtimes and lunchtimes. With a strong emphasis of working together and establishing frameworks within which to play, this unit of

work is built upon each year and will serve for preparing pupils from self-play regulation through to social-readiness for the playground.

It is recommended that staff seek the advice of the PE Co-ordinator should they feel any alternative provision would be beneficial to their classes. This is first and foremost to ensure the continuity, progression and quality of the Programmes are not compromised throughout the child's journey in school.

4c. Delivery/ staffing

I. **Use of Class teachers to deliver PE:**

HAWTHORN TREE SCHOOL believes that primary-aged learners benefit from the unique relationship that develops between them and their class teacher. A continuous relationship develops a child's confidence and willingness to learn. It is considered important that a class teacher observes their learners in all areas of their learning in order for them to appreciate the child as a whole. Class teachers know their learners best and are therefore best placed to share the child's PE journey with them too.

II. **Use of External/specialist PE teachers and coaches to deliver PE and/or sporting activities:**

HAWTHORN TREE SCHOOL has in role a PE/sport Co-ordinator who is a Specialist PE teacher contracted to one day per week. This provides the school and staff with a level of consistent experience and expertise on a weekly basis to support staff through curriculum implementation and manage opportunities for the extended curriculum.

Staff from a number of local external providers are used to support our extra-curricular school sports club programme. All external coaches have the required qualifications and meet our recruitment checks. Local providers include: Elite Sports, United in the Community, CMS.

III. **Adults other than teachers (AOTTs):**

AOTTs have undergone **HAWTHORN TREE SCHOOL'S** recruitment procedures. Hawthorn Tree follows the advice and guidance given to schools and LEAs from the Department for Education and Skills (DfES) and The British Association of Advisors and Lecturers in Physical Education (BAALPE) on the matter of AOTTs involved in school physical activity.

The above guidance states that not every situation / eventuality can be covered. Therefore, **HAWTHORN TREE SCHOOL** looks at each case individually and weighs the risks carefully before making a decision on the use of AOTTs. This decision rests with the Head Teacher.

4d. Staff Training

I. **Training:**

Whole school training is prioritised when any new PE curriculum content is to be introduced. Training aims to establish competence and confidence in the delivery and assessment of the units of work. Training may be external or internal and should involve a range of support including online CPD/ webinar support, observation, peer support.

All current staff delivering PE have been trained in the delivery of **real PE** and ongoing external and internal support will continue through our PE/sport Co-ordinator.

In the future, new members of staff can attend external **real PE** training sessions or be trained/coached by an existing member of staff.

PE training also forms part of the whole school staff training rota and review.

II. **Support:**

Advice can be sought first and foremost from the PE/Sport Co-ordinator. This is a specialist PE teacher. Where a member of staff expresses, or is considered to have a need for further support, every effort will be made to prioritise this. Information on CPD courses available throughout the year are shared with staff via the PE Co-ordinator and Senior Leaders within the school.

4e. Routine and Procedures

I. P.E. KIT:

Hawthorn Tree believes in standardisation of PE kit to emphasise a sense of pride and belonging, and to enable children to participate safely and to the best of their ability.

Our current PE Kit includes:

- ✓ White plain polo top or T-shirt
- ✓ Black shorts or cycle shorts when warm
- ✓ Black jogging bottoms or leggings when cold
- ✓ Black jumper or zip up when cold (school jumpers and cardigans can be worn but at the child's own risk of getting dirty or damaged).
- ✓ Bare feet for aesthetic activities such as gym and dance. NEVER ONLY socks/tights on feet.
- ✓ Trainers (with socks) preferred for all other activities. If these are laced then the child must be able to tie them correctly.
- ✓ A named PE bag for kit (not a carrier bag, as these tend to break easily on pegs and then the contents can be lost).
- ✓ No jewellery, including watches. Newly pierced ears should be covered with a plaster / micro pore tape. Children will be encouraged to provide these themselves and keep in their PE bags.
- ✓ Headscarves – If a headscarf is worn, it must be safely secured (tied, not pinned) and tight fitting to ensure the safety of all the participants in the lesson. It must have no loose ends and have a removable strap which comes off on its own if it becomes caught in apparatus.
- ✓ Long hair tied back off the face.
- ✓ **ALL KIT SHOULD BE CLEARLY NAMED.**

II. NON-PARTICIPATION, NO KIT OR INAPPROPRIATE KIT:

Children should be encouraged to bring letters for non-participation in PE due to illness / injury. Incidents should be recorded and followed up.

Two incidents in one term of incorrect kit / no kit / non-participation without a letter should trigger contact with the parent by the class teacher, either via a telephone call, brief meeting, or a letter home.

If above measures fail to rectify the situation the class teacher should seek the aid of the PE/sport Co-ordinator and SLT.

III. CHANGING PROCEDURE:

All children follow the class teacher's routine for changing in PE. KS2 procedures due to class size, space and age may dictate some deviations.

Staff should be present whilst pupils change. They should collect in jewellery and store securely. Children change together in the classroom with the exception of Year 5 and 6 classes. Here it is considered appropriate that the girls and boys change separately. The teacher can move between the two areas to supervise easily. The class teacher should accompany the whole class to and from the activity area.

IV. **NON-PARTICIPANTS:**

Non-participants, where possible should be given a task so that they are still involved in the lesson, this will depend on the nature of their non-participation. A range of activities could be undertaken, examples of which are included in the units of work. Class teachers may also use non-participants to support other children in the class via roles such as official, coach, leader.

In the rare instance that there are several non-participants and it is considered un-safe for them to be in the activity area, they may be permitted to remain in the classroom with a member of staff or be sent to another class with relevant PE work.

Children not participating correctly in the lesson, e.g. Not co-operating with others, displaying persistent disruptive / intimidating behaviour or dangerous behaviour will be removed from the lesson for the benefit and safety of other learners. These children will reflect with the Head Teacher or other staff member and asked to complete relevant PE work. Every effort will be made to integrate the child back into practical sessions at the earliest opportunity.

V. **FOOT COMPLAINTS:**

Pupils are encouraged to change their socks for PE and will be made aware of the health consequences if they don't. If a child has a verucca it must be covered with a plaster for indoor activities requiring bare feet. This is a preventative measure as the virus cannot directly be transferred from person to person but moreover transferred via a wet surface.

VI. **INCLEMENT WEATHER:**

Learners should be active and the planned learning intentions achieved, if at all possible. The class teacher has the responsibility for whether or not to abandon an outdoor lesson.

In extreme circumstances and at the discretion of the class teacher coats may be worn for PE. Where permission is granted, they should be fastened and have no items in the pockets or loose/protruding parts such as belts.

Outdoor lessons will normally be abandoned if the weather or ground conditions:

- Present a hazard.
- Present a health hazard.
- Risk an adverse effect on the quality of learning.

If the decision is taken to abandon an outdoor lesson, teachers will:

- Attempt to find an indoor practical space and continue with the planned lesson / adapt the planned lesson where necessary.
- Re-schedule for another day outdoors within the same week.
- Try to negotiate sharing a practical space with a teaching group timetabled indoors, and if possible continue with one of the groups planned activities.
- Combine teaching groups in an indoor space and introduce an activity that both classes can do, but which has some relevance to the curriculum e.g. HRF circuit / skills circuit.
- Use a classroom to develop theoretical aspects of the timetabled activity e.g. designing a game, understanding rules, discussing tactics, planning a practice / warm-up.

If lessons were abandoned / adapted this should be noted in the lesson evaluations / pupil assessment at the end of the unit of work.

4f. Equipment and Resources

I. Indoor resources

PE is generously resourced and a variety of large apparatus is kept around the hall. There are also smaller items stored in the PE cupboard.

All equipment should be returned to its correct space within the facility at the end of the session unless being used by the class immediately following into that space and has previously been agreed with the teaching staff involved.

II. Outdoor Resources

Outdoor resources are stored in KS2 playground garage. Keys are held by the office staff and are borrowed using a sign out/in procedure.

Equipment should be returned to its correct space within the facility at the end of the session unless being used by the class immediately following into that space and has previously been agreed with the teaching staff involved.

III. Responsibility for resources

The PE/sport Co-ordinator is responsible for the ordering and organisation of PE resources. This is done in consultation with staff so that their needs can be discussed and met where possible.

The PE equipment is checked regularly but, in between, any losses or breakages should be reported to the PE/sport Co-ordinator.

5. Location and time allocation for the teaching of PE

Time allocation - **HAWTHORN TREE SCHOOL** provides all classes with the entitlement of 2 hours high quality PE a week.

- This is delivered through 2 lessons of 1 hour duration at EYFS, KS1 and at KS2.
- Years 3, 4 and 5 have 8 blocked sessions of swimming at the local leisure Centre included within this allocated time.
- Each class is timetabled for PE and they have access and priority over hall use for their PE sessions where possible.
- All classes are timetabled with access to the indoor space for a minimum of one of their lessons.

We aim to both supplement and enhance the children's opportunity to take part in PE by providing 'snippets' of time throughout the day for 'energy boosters' using applications such as Go-Noodle. Where possible as a school we also build in active learning where appropriate and make links to the benefits of activity.

Via our Boston and District School Sport Partnership, many of our children can attend experience days within curriculum time. Examples include in OAA, Dance, gymnastics, tennis, Inclusive sports.

Learning is also extended through our after school club programme where we organise a range of sporting activities throughout the year as part of our Out of School Hours Learning (OSHL). An example can be found in Appendix I.

Children also have opportunities to take part in intra- and inter-school competition within and out of school time. This is achieved via two systems: Our School House System (Intra-school level/ Level 1 competition) and a continued investment with the Boston and District School Sports Partnership (BSSP), which provides opportunities across Key stages 1 and 2 to take part in a variety of Individual and team competitions, in a range of sports (Inter-school Level/ Level 2 competition).

6. Competition

Through **real PE** we focus on all children experiencing healthy competition and at the centre of this is personal best. In addition, pupils participate in activities that enable other forms of competition to be experienced. This is underpinned by the six multi-abilities: Social, Physical, Creative, Health and Fitness, Cognitive and Personal. This means that all children have opportunities to compete.

Alongside the competition factored within the curriculum, our intra- and inter-school competition framework provides our children with further competitive opportunities. Hawthorn Tree School upholds The School Games Values outlined below:



These values hold a lot of synergy with the multi-abilities developed within the curriculum whilst also providing a clear approach to competition that we can encourage.

Competition against self and others is important for the childhood journey and moving into adulthood. We provide opportunities to explore competition in different ways and to see that there are many ways to succeed or 'win'.

Hawthorn Tree acknowledges the benefits of sports competition for:

- Preparing children for future real-life situations
- Developing important life skills like patience, empathy and perseverance
- Expanding comfort zone (comfort-stretch-challenge)
- Learning from failure
- Solving problems
- Working towards goals (individual and common goals)

Level 1 competition (Intra-school competition):

House Competitions

Class competitions

Personal Best Competitions

Competitions within after school clubs

Level 2 competition (Inter-school competition):

BSSP Programme engagement

Level 3 competition (Regional) BSSP: Some BSSP competitions have a development strand that progresses into regional competition level and representation for the local area.

[https://hawthorntree.sharepoint.com/sites/shareddata-staff/shared documents/general/Policies/New/HTS Physical Education policy - December 2023.docx](https://hawthorntree.sharepoint.com/sites/shareddata-staff/shared%20documents/general/Policies/New/HTS%20Physical%20Education%20policy%20-%20December%202023.docx)

7. Outdoor and Adventurous Activities beyond the school grounds

In year 5, all children are given the opportunity to take part in an Orienteering event offered by our Boston and District School Sport Partnership.

In Year 6, all children are given the opportunity to go on an Outdoor and Adventurous Activities residential in order to challenge and develop growth behaviours such as courage, perseverance and ability to work in a team.

8. Safe Practice

All teachers should make themselves aware of the health and safety requirements for the areas of activity they are teaching. The units of work provide guidance or examples of safe set-up and delivery and deliverers are responsible for ensuring the safety of the children. Hawthorn Tree follows guidance provided from Association for Physical Education/ AfPE (a copy is in the PE cupboard located in the staffroom). Any updates or guidance shared via other channels such as the Lincolnshire Local Education Authority, Youth Sport Trust (YST) or AfPE will be circulated by the PE Co-ordinator. The AfPE Making Physical Education Safe poster is saved on our shared access Drive and a copy is displayed in the staffroom.

Children must be taught as an integral part of the lessons how to handle resources and apparatus safely. Children should be taught to recognise potential hazards, assess risks and take steps to control risks to themselves and others.

The schools risk assessment is shared with staff.

9. Assessment

We will be using the **real PE** assessment wheel as our main tool for assessing the children's progression in PE as they move through the school. This will begin in September 2021.

During lessons, ongoing assessment is carried out to determine which skill level the children should be working at and this is guided both by the child and the teacher. There is opportunity within **real PE** for each child to be stretched and challenged. Children are also encouraged to assess their own performance and the level at which they are working, deciding when they are ready to move on to the next challenge. Peer assessment and peer coaching are also used regularly for children to be able to encourage and support one another.

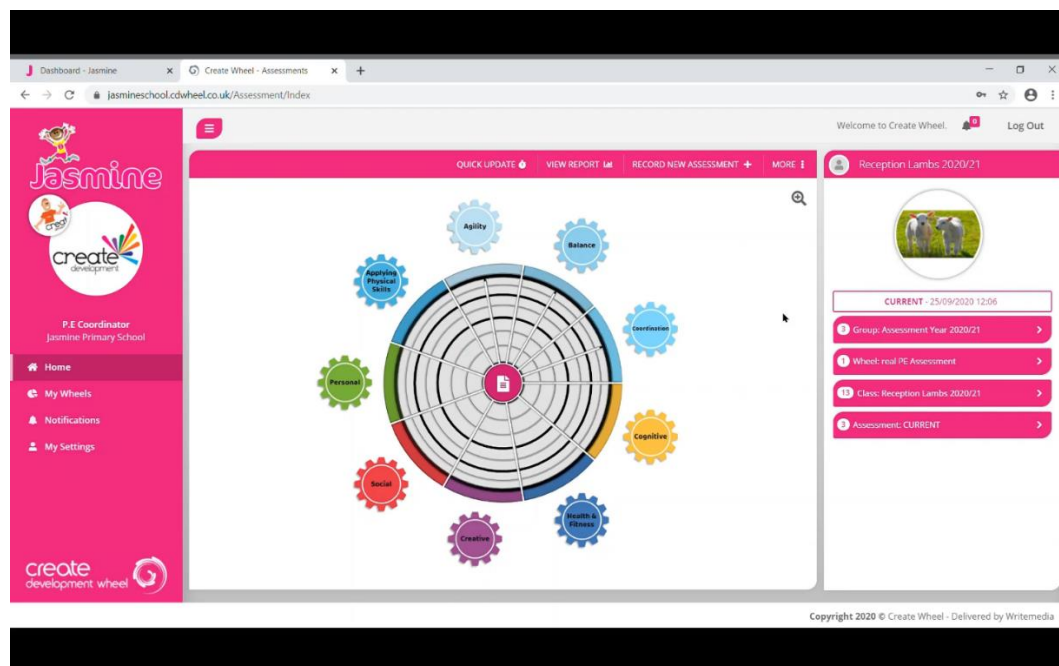
The **real PE** assessment wheel also feeds into an annual impact report which specifically focuses on:

- Pupil progress in multi-abilities
- Pupil progress in fundamental movement skills
- Pupil attitudes to PE
- Staff confidence when teaching PE

A child's achievements in PE will be reported to parents/carers in the child's end of year report. Reports to parents concerning PE will be in accordance with the school's policy on reporting. Reports will refer to childrens' progress and attainment across the areas of competency and will comment on the range of activities covered, areas of strength and weakness, and their ability to work alone and with others, any personal qualities and attributes and representative

honors they have gained. It will indicate to the parents whether the individual is 'Working Towards,' 'Expected,' or at 'Greater Depth.'

Learners should be aware of the learning objectives and are directly involved in the assessment of their work and in setting some of their own targets for improvement.



*Example of assessment wheel used for **real PE***

10. Equal Opportunities

At **HAWTHORN TREE SCHOOL**, the teaching methods and activities are accessible to all pupils, regardless of gender, racial background, or physical ability. Our school's Equal Opportunity Policy provides further guidance. Certain activities in PE are often seen in the wider world as either 'male' or 'female' dominated areas. Children are encouraged to participate in **all** areas of physical activity regardless of its stereotypical nature. **real PE** gives examples of ways to make all the skills being practised inclusive for everyone.

Hawthorn Tree has a range of equipment and resources available to support the learning needs of individuals. Teaching and learning approaches take account of children's differing abilities to demonstrate their learning, providing opportunities for evidence of learning to be demonstrated both practically and verbally. The school will take care to ensure potential barriers to any group will be removed. All children will have equal opportunity in terms of curriculum time, curriculum balance, use of resources, use of facilities and access to extra-curricular activities.

Stereotypical images and attitudes are to be discussed and challenged so that each learner can be recognised for his/her individual worth and acknowledged for their achievements and qualities.

It must be noted that for some learning, it may be necessary to positively discriminate. The groupings of learners within some physical education lessons will necessitate discrimination in certain circumstances, if adverse influences on the quality of learning are to be reduced. Groups based on gender, ability, preferences etc. will operate when it is considered to be in the best interests of pupils' learning. Never the less it is important that pupils experience a variety of different types of grouping and no one type of grouping should be allowed to dominate unduly.

[https://hawthorntree.sharepoint.com/sites/shareddata-staff/shared documents/general/Policies/New/HTS Physical Education policy - December 2023.docx](https://hawthorntree.sharepoint.com/sites/shareddata-staff/shared%20documents/general/Policies/New/HTS%20Physical%20Education%20policy%20-%20December%202023.docx)
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Learners are expected to be accountable for their behaviour and attitudes and any evidence of negative discrimination towards peers, teachers or other adults is challenged. The behaviour and attitudes of a child, or group of children is not to be allowed to adversely affect the equality of opportunity of other learners.

11. Special Educational Needs

Provision is made for children with special educational needs in PE. This includes children who are Greater Depth as well as those who are working towards. Differentiation is achieved through adapting activities and resources used to cater for varying abilities. This is all available through the **real PE** Jasmine platform.

Activities are adapted and made suitable for children with different physical abilities.

At Hawthorn Tree we:

- Understand that some children may need specialist equipment and take advice and support from external specialists. In exceptional circumstances a statement of special educational needs may be necessary.
- Ensure teachers and AOTTs are made aware of any children who have special educational needs or medical conditions.
- Work closely with the SENCO, who will liaise with all staff to ensure all children's needs are met in relation to teaching and learning in PE.
- Provide a variety of resources appropriate to the abilities of the children.
- Utilise a range teaching and learning styles appropriately.
- Provide opportunities for children to show their learning other than through practical performance where necessary.
- Encourage learners to recognise their own strengths and limitations and support them in making decisions with regard to the effectiveness of their work and resources.

12. Monitoring PE School Sport and Physical Activity (PESSPA)

The PE coordinator is the subject lead and employs a range of ways to monitor the subject. The table below provides an example of some of the methods used at Hawthorn Tree School.

Informal	Systemic/Formal
• Observation of the general preparation of staff. • Brief 'in passing' observations. • Informal discussions with / comments made by staff or learners. • Listening to learners. • Providing support to lessons / playground duties.	• Lesson / playground observation programme. • Team teaching / coaching programme. • Ofsted inspections. • Recording of work / activities covered. • Regular meetings with individual / groups of staff / children e.g. School council, staff meetings, play leaders. • Questionnaires • Evaluation forms. • Interviews with a cross-section of children. • School council / play leader meetings • Regular exchange of groups over time. • Records of and analysis of attendance levels / take up, club and lesson registers. • Via school council/Sports committee • Established assessment, recording and reporting policy. • Case studies of individuals / groups of pupils. • Formal programme of support

The PE co-ordinator has continued support via the school's annual subscription to the **real PE** platform Jasmine.

The Schools Administration team are allocated a % of time to support PESSPA at Hawthorn Tree. Contributions here are predominantly for the co-ordination of the swimming programme and the administration, monitoring and evaluating of our OSHL for our clubs and competition programme and events.

13. Positive promotion of PESSPA:

- Achievements in PE are celebrated in school assemblies and certificates can be awarded for demonstrating the schools games values,
- Children selected to represent the school at competitions are celebrated in school assemblies and certificates are awarded to all team members for their representation regardless of the end result.
- Two children are given an award at the end of their school life in Year 6, for their contributions to PE and school sport as part of their Final year celebrations.
- The PE coordinator / Head Teacher are invited to watch good work/efforts by class teachers e.g. a finished dance routine.
- The school newsletter lists the schools achievements in physical activity and the OSHL / after-school clubs
- The end of year newsletter lists all physical achievements and after-school clubs / OSHL undertaken in the school year.
- The School Website and social media platforms are updated to promote PESSPA fortnightly (as a minimum).
- Community clubs are promoted in assemblies and letters / flyers are copied for the children or shared via parentmail.
- Children are encouraged to be active at break and lunch times and praised by supervisors. Mentions in assembly for this are also done.
- Teachers on duty make available and organise a range of play equipment.
- Lunch staff are trained and organise play equipment, specific activity areas and games every lunchtime and are helped by Year 6 play leaders on a rota basis.
- Children are encouraged via all platforms to walk / cycle to school.
- Year 6 play leaders are trained yearly (by the School Games Organiser (SGO) / P.E. Coordinator) to lead KS1 children in physical games and activities at lunch time.
- A sticker reward system is employed by the play leaders at each session for positive play with others, good use of the equipment, effort and skill. This is motivational for KS1 pupils and encourages the class teacher and parents to ask questions about their activity.
- The school invites parents to watch matches / competitions where permitted.
- Planned walking routes are displayed on staffroom and parent notice boards.
- The school has secure bike sheds and offers the Bikeability programme to Year 5's in the summer term.
- The school celebrates National Sport Week.
- The school holds a Sports Day
- The school enters a variety of BSSP events.
- Where it is possible to use a National competitions and events to promote activity we try to capitalize on this for the benefit of the children; National Sport Tournaments (World Cup, Wimbledon etc.) or Charity events such as Sport Relief and Soccer 6's.
- Several staff get involved in after-school sport and physical activity clubs. This sets a good example to our children and promotes the physical activity message.
- Staff stories and experiences with PESSPA are shared with the school community via class pages.

POLICY REVIEW:

This policy document will be reviewed every two years. **Next review due June 2023.**

June 2021 Review – Completed by N Ingamells

Ratified by Governors on.....