

Aligning Physical Education, School Sport and Physical Activity provision with the new Education Inspection Framework

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HEADLINE MESSAGES

- Do not do anything to please Ofsted
- Plan and justify your own bespoke curriculum with clear logic and end points
- Ensure understanding of the differences/potential overlap of physical education, sport and physical activity

Definition of Physical Education, School Sport & Physical Activity*

Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:

Physical Education

Physical Education 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). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport

School Sport 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. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as 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.



*extracted from afPE's
Health Position Paper

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Previous common inspection framework

- Outcomes for Pupils
- Quality of Teaching Learning and Assessment
- Effectiveness of Leadership and Management
- Personal Development, Behaviour and Welfare

Judgements: Ofsted EIF

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

- Intent
- Implementation
- Impact

The alignment of a curriculum experience

Key words/terms from the Quality of Education (Good) Criteria

The role of (brackets)

Intent

- Ambitious curriculum-designed for all pupils (SEND!!)
- Sequenced curriculum
- Not narrowed-exemplified by the national curriculum

Narrowing... early report October 2019

Ensure you can justify your rationale:

“The school currently organises the curriculum with a two-year key stage 3, and three-year key stage 4. Leaders describe Year 9 as a ‘transition’ year. However, their rationale for the transition year is vague. In practice, it means that, in subjects such as history and geography, pupils finish key stage 3 and choose their GCSE options without studying all the content of the national curriculum. This denies them their entitlement to important area of knowledge. The school should review its curriculum and ensure that the model implemented next year fully delivers the national curriculum for key stage 3.”

National Curriculum 2014



The national curriculum in England

Framework document

December 2014

Key words/terms from the Good Criteria

Implementation

- Subject knowledge
- Adapt teaching without unnecessarily elaborate individualised approaches
- Help pupils to remember long term content (learn the curriculum?)
- Use assessment well/reduce burdens on staff
- Work given to pupils matches aims and is coherent/sequenced

Key words/terms from the Good Criteria

Impact

- Achieve well INCLUDING national tests and examinations
- Next stage ready
- Work ACROSS the curriculum is of good quality

Personal Development (Good)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, including their spiritual, moral, social and cultural development.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy

TES 21st June 2019 (Spielman. A)

- A parent should be able to look at a league table and see that some schools have great results but a less favourable Ofsted report, or less good results but an 'outstanding' from Ofsted because the substance of what they are doing and the integrity with which they are doing it are there

Ofsted visits

- Chance of being observed in PE is potentially increased...
- 'Direct' the inspector
- More than likely a non-specialist-looking at how the intent is being implemented to create the desired impact
- Deep dives...

Questions to ask yourself

- Is your curriculum logical, sequenced and progressive?
- Is it inclusive?
- Is it broad and balanced or are you narrowing it for some reason?
- Is your curriculum owned and understood by all parties?
- Are additional staff used in the right way?

Actions to take

- Map the whole curriculum experience
- Deploy staff effectively
- Raise the profile of PESSPA and work to ensure everybody understands the curriculum
- Invest in subject CPD