

# The Catholic Schools Partnership





Recap

## Today's plan

- ▶ Quick recap on previous session.
- ▶ New Ofsted Framework with regards to PE including preparing for a deep dive.
- ▶ Discuss the national curriculum in more detail, look at curriculum maps.
- ▶ Plan a PE lesson

# Recap

Support PE leads  
with PE and  
school sport

Look at areas of  
strength and  
weaknesses

Create an action  
plan.

Provide CPD on  
specific areas  
Create Systems to  
help all staff.

Support and  
create active  
schools

Provide support  
on the Sports  
Premium.



## Increasing the value of PE in your school.

- Updates?
- School Sports action plan.
- Is there anything that you have taken and implement in your school?
- Sports Premium

# Why is important to overcome these challenges?

Only 17.5% of children meet the CMO Guideline for how much activity children should be doing

32.9% of children currently do less than 30mins.

Children from Black, Asian and minority ethnic groups are less active.

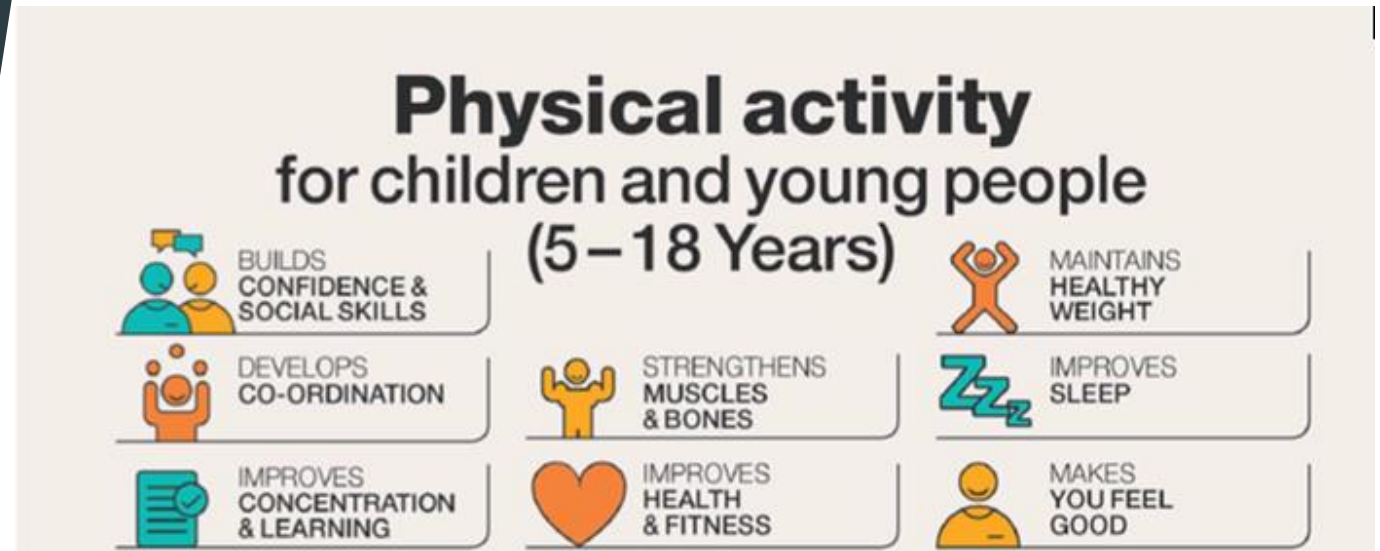
Girls become less active as early as the age of 5.

The UK is 5<sup>th</sup> in the world for Obesity levels.

6.5 hours screen time

# Government aims:

- 60 minutes - 30 mins at school  
- 30 minutes outside
- Increase the value of Sport and PE in schools
- DFE's 5 foundations for building character, confidence, self belief, dedication and resilience.
- School PE designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the less active.



# Updated template to support schools with the reporting of their Primary PE & Sport Premium funding.



- ▶ Schools **MUST** publish, on their website, information about their effective and sustainable use of the Primary PE and Sport Premium funding.
- ▶ **Deadline is by the end of the summer term or by 31 July 2020.**
  
- ▶ Schools must publish:
  - ❖ the amount of Primary PE and Sport Premium received;
  - ❖ a full breakdown of how it has been spent (or will be spent);
  - ❖ what impact the school has seen on pupils' Physical Education, School Sport and Physical Activity,
  - ❖ participation and attainment and how the improvements will be sustainable in the future.
  - ❖ Schools must also provide swimming data in relation to their year 6 cohort in 2019/20.
  
- ▶ Changes include:
  - ▶ - To better align the grant to the new school inspection framework, a row has been added grouping the columns under the 3i's (intent, implementation and impact)
  - ▶ - To improve accountability, a signatory box has been added for a governor, HT and subject leader to sign

# Sports Premium

## 5 key indicators

1. The engagement of all pupils in regular physical activity- at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

## What your funding should not be used for?

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core
- staffing budgets
- teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons.
- fund capital expenditure

*“There is more we can do to make sure that schools are using funding appropriately and as effectively as possible” DFE*



PE and Sport and  
the new  
framework.



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

Steve Caldecott

# 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 over lap of physical education, sport and physical activity
- ▶ [http://www.afpe.org.uk/physical-education/wp-content/uploads/Definition\\_of\\_PA\\_PE\\_School\\_Sport.pdf](http://www.afpe.org.uk/physical-education/wp-content/uploads/Definition_of_PA_PE_School_Sport.pdf)

# Previous common inspection framework

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



Quality of  
Education



Behaviour and  
attitudes

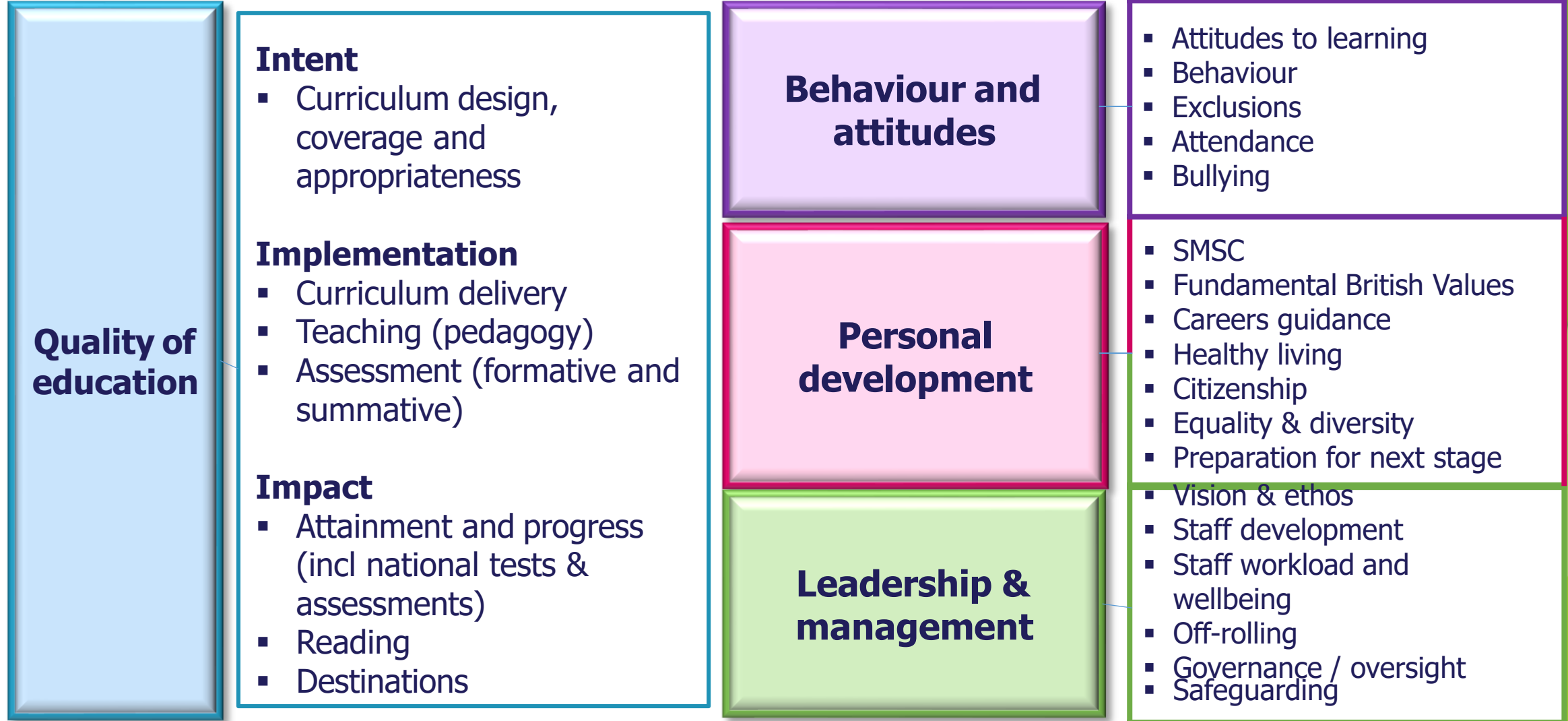


Personal  
Development



Leadership and  
management

# Judgements: Ofsted



# Intent

- Leaders construct a curriculum that is ambitious and designed to give **all learners the knowledge and cultural capital** they need to succeed in life.
- Ambitious curriculum-designed for all pupils (SEND!!) INCLUSIVE!!!!
- Sequenced curriculum
- Not narrowed-exemplified by the national curriculum
- What is the intent of your curriculum?





# **The national curriculum in England**

Framework document

December 2014

# Know the National Curriculum



How does your Curriculum look?

Term1		Term 2		Term 3	
<b>Multi Skills-</b>  Core Fundamental movements working on gross and fine motor skills.	<b>Multi Skills-</b>  Core Fundamental movements working on gross and fine motor skills including catching and throwing.	<b>Movement –</b>  Gymnastics/ balance and co-ordination.	<b>Dance</b>  Different movements, levels etc.	<b>Games</b>  Using the skills from previous terms introduce into games activities such as invasion games, net games.	<b>Athletics</b>  Athletics- various activities from track and field.
<b>Games-</b>  Ball or other equipment in hand/ on the floor.	<b>Invasion Games/ Dance or Gym.</b>  Ball in hand/ ball on the floor...outwitting an opponent.	<b>Dance or Gym/ Net</b>  Net can cover various activities focusing on hand eye coordination, movement, tactics and outwitting an opponent.	<b>Net/ Games</b>	<b>Bat+Ball / OAA- team building and problem solving.</b>  Variety of different bat ball games working on coordination, fielding, batting, bowling.  OAA- various problem solving and team building activities.  Orienteering.	<b>Athletics/ Bat + Ball</b>  Athletics- various activities from track and field.



# Key stage 1

Gross and fine motor Skills

Fundamental skills A,B,C's (Agility, Balance and Coordination)

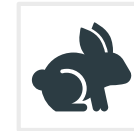
Physical Literacy



Run



Jump



Hop



Catch



Throw



Skip

# Key Stage 2



Play competitive games, and apply basic principles suitable for attacking and defending



Develop flexibility, strength, technique, control and balance.



Perform dances using a range of movement patterns



Take part in outdoor and adventurous activity challenges



Compare their performances with previous ones and demonstrate improvement to achieve their personal best



Swim using a range of strokes.  
25 meters

# Implementation

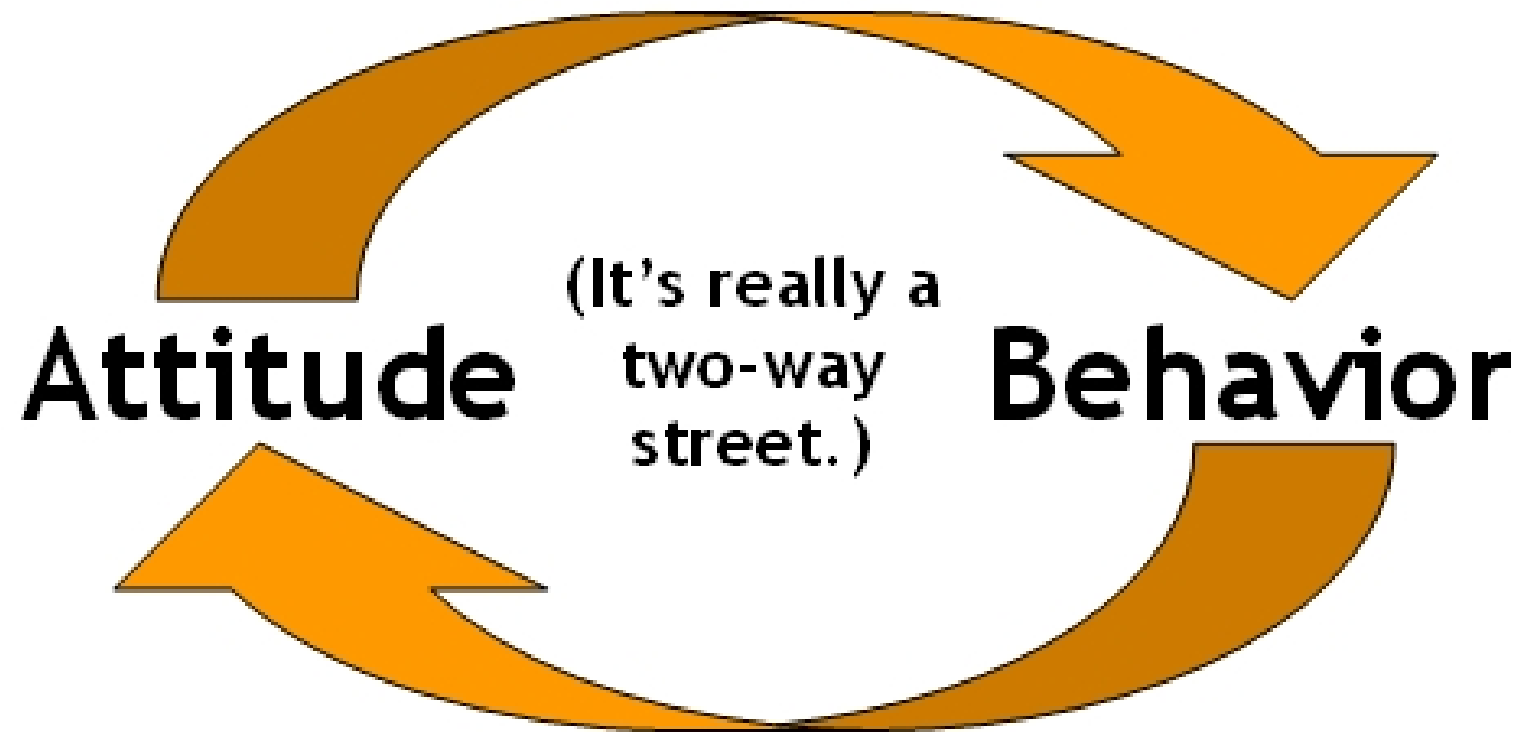
- ▶ Create an environment that **focuses on the learner.**
- ▶ Subject knowledge
- ▶ Adapt teaching without unnecessarily elaborate individualised approaches
- ▶ Help pupils to remember long term content (learn the curriculum?)
- ▶ Use assessment well/reduce burdens on staff
- ▶ Work given to pupils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



# Impact

- ▶ Learners develop **detailed knowledge** across the curriculum.
- ▶ Achieve well INCLUDING national tests and examinations
- ▶ Next stage ready
- ▶ Work ACROSS the curriculum is of good quality





Behaviour and Attitude

## 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. *What does this mean?*
- 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



# Things to think about....

- ▶ Who are your least active students? How do you know? What have you in place?
- ▶ Who are your lower ability students? How do you know? Do all staff know? What have you done ensure they are progressing?
- ▶ Who are your higher ability students, are they being challenged?
- ▶ 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?
- ▶ Do you use an external agency? Are they running PE lessons do you know what they are delivering and is it of quality? Do they meet the 3i's?

## 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...

# 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



# Potential Questions.

What would your answer be?

# Action Plan/ SEF + Curriculum map

## PHYSICAL EDUCATION CONTINUOUS SELF-EVALUATION & DEVELOPMENT PLAN 2019-2020

Date:

Overview

OFSTED last inspection recommendations and progress towards these

Summary of priorities

# What should a PE lesson look like?

- ▶ Characteristics of a good lesson?
- ▶ Plan a lesson.



# Assessment

# Have a clear assessment strategy and stick to it!!!



Simple

- Use simple methods that you feel happy using.

AFL

- Provides indication of how students are progressing throughout the block.

Focus

- On the progress of the child rather than the ability to perform the skill. E.g catching properly using the hands rather than arms etc

Track

- Use a simple method to keep track of students progress.

# Features of Assessment For Learning (formative)

Target/outcome  
led

Questioning

Teacher  
feedback

Peer assessment

Self assessment

Analysis

# Objective: To pass a football with correct technique

How to.....

1. Use the inside of the foot
2. None kicking foot next to ball pointing in the direction of the ball.
3. Head directly over the ball.
4. Kicking leg follow through and pointing towards receiver.



I can describe/ explain how to pass a ball using the correct technique.



I can sometimes pass the ball using the inside of my foot to my partner.



I can use the correct technique most of the time to pass the ball to my partner.



I can pass a ball correctly during a game.



I can tell my partner what they are doing well and how they can improve

# Summative

## Three different components to think about.

### In its basic form

- ▶ Acquiring and developing skill
- ▶ Applying Skills and tactics
- ▶ Evaluating and improving performance





- [illegible]

[illegible]

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>*Hold a balance whilst walking along a straight line. *Zig zag through a series of markers spaced evenly, about 2m apart. *Hop on the spot using the same foot. *Jump for distance. *Jump for height. *Catch a bean bag. *Throw a small ball underarm, using the correct technique.</p> <p><u>Games</u> I can throw underarm I can hit a ball with a bat I can move and stop safely I can throw &amp; catch with both hands I can throw and kick in different ways</p> <p><u>Gymnastics</u> I can make my body curled, tense stretched and relaxed I can control my body when travelling and balancing</p> <p><u>Dance/movement</u> I can move to music I can copy dance moves I can move safely in a space</p> <p><u>General</u> I can copy actions I can move with control &amp; care I can use equipment safely</p>	<p>*Zig zag through a series of tightly spaced markers. *Hop along a straight line using the same foot. *Jump for distance controlling the landing. *Jump for height with a controlled landing. *Catch a small ball. *Throw a small ball overarm, using the correct technique.</p> <p><u>Games</u> I can use hitting, kicking and/or rolling in a game</p> <p><u>Gymnastics</u> I can work on my own and with a partner</p> <p><u>Dance/movement</u> I can change rhythm, speed, level and direction in my dance I can dance with control and co-ordination I can use dance to show a mood or a feeling</p>	<p>*Balance on one foot. *Climb a set of wall bars (or similar). *Perform a side stepping gallop. *Run at speed over a distance.</p> <p><u>Games</u> I can throw and catch with control</p> <p><u>Gymnastics</u> I can adopt sequences to suit different types of apparatus and criteria</p> <p><u>Dance/movement</u> I can share and create phases with a partner and small group</p> <p><u>Athletics</u> I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do</p>	<p>*Complete a forward roll and land on the feet. *Skip forwards in a fluid motion. *Kick a ball accurately. *Pass a ball from chest height to a partner.</p> <p><u>Games</u> I can catch with one hand I can throw and catch accurately I can hit a ball accurately with control</p> <p><u>Gymnastics</u> I can work in a controlled way I can include change of speed and direction I can include a range of shapes</p> <p><u>Dance/movement</u> I can use dance to communicate an idea</p> <p><u>Athletics</u> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways</p>	<p>*Perform a sequence of one footed leaps. *Gallop with a fluid motion. *Dribble a football between cones.</p> <p><u>Games</u> I can use forehand &amp; backhand with a racket I can field I can choose a tactic for defending &amp; attacking I can use a number of techniques to pass, dribble and shoot</p> <p><u>Gymnastics</u> I can make complex extended sequences I can combine action, balance and shape</p> <p><u>Dance/movement</u> I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency</p> <p><u>Athletics</u> I am controlled when taking off and landing I can throw with accuracy</p>	<p>*Perform a 'drop-kick'. *Perform a 'basketball dribble'. *Strike a ball with a range of bats for accuracy and distance.</p> <p><u>Games</u> I can explain rules I can umpire</p> <p><u>Gymnastics</u> I can combine my work with that of others I can link sequences to specific timings</p> <p><u>Dance/movement</u> I can choose my own music and style</p> <p><u>Athletics</u> I can demonstrate stamina</p>

# Extra Curricular

*Inspectors will expect to see schools offering a broad, balanced education, including opportunities to be active during the school day and through extra curricular activities.*



After School



Morning



Lunch time

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a dynamic and modern look. The shapes are layered, with some appearing more prominent than others, and they extend from the edges towards the center, framing the text.

# Competitive Sport

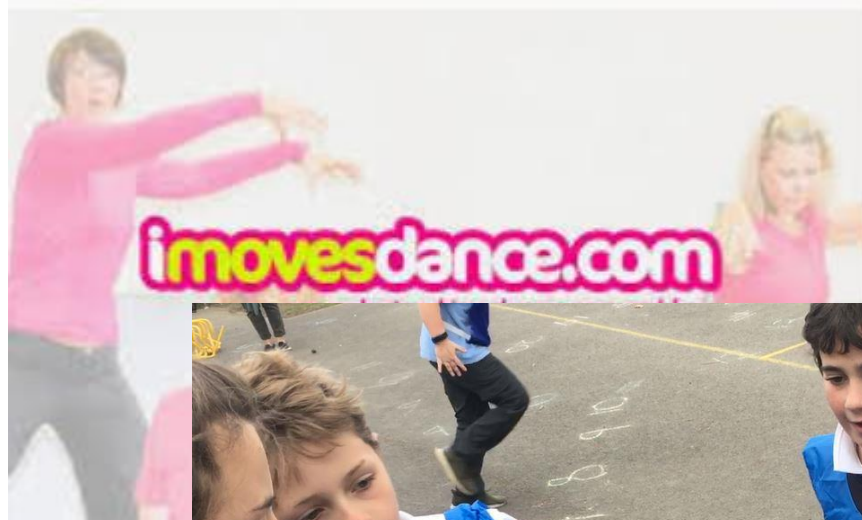
# Physically Active Learning

## Why PAL?

- Most primary school children spend on average, **70%** of their classroom time sitting down.
- Outside the classroom, the number of children walking to school has **decreased** and, at the same time, many more children are spending longer staring at screens.
- Children aged five to 16 now spend an average of **six and a half hours** a day in front of a screen compared with around three hours in 1995.
- A lifetime of sitting can lead to a **higher risk** of early death, type two diabetes, and heart disease.
- Sedentary behaviour habits are formed **early in life**

# Resources

- BBC Supermovers
- Tagtiv8
- iMoves
- Questr



# Firstly, test your phone:

## iPhone users

- Open your camera and point it at this QR code (don't take a photo!)
- A link will appear at the top of the screen. Tap the link and you'll be directed to a special page...



## Android users

- Download any free QR code scanner app from your app store
- Open the app and point your camera at this QR code (don't take a photo!)
- A link will appear. Tap the link and you'll be directed to a special page...



# Sports Leaders

“Encourage Schools to include young people in the design of their sport on offer by consulting students directly through sports leaders as and mentoring programmes to ensure that they offer a range of activities that appeal to young people from different backgrounds”. (DFE)

# What's next

- ▶ Audit
- ▶ Evaluation Forms
- Extra Help



For more information regarding any on what Kanga Sports provides, CPD courses and Physical education questions please feel free to contact me:

Andrew Bode  
Physical Education Consultant  
07526600793

[office@kangasports.co.uk](mailto:office@kangasports.co.uk)

<http://www.kangasports.co.uk/helping-your-school/>

Dan Wilson  
[dan.wilson@yorkshiresport.org](mailto:dan.wilson@yorkshiresport.org)  
Yorkshire Sport Foundation