

Using the Education Inspection Framework to support your post physical education curriculum planning process in the full return to schools

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Key message.... the summary at the start!!

- A time of hope
- A time of opportunity
- Do not fear Ofsted
- Do not try to please Ofsted
- Do Please your children
.... Ofsted will be pleased!

- To shine in inspection you need to develop a high quality physical education curriculum

A very new real post Covid 19 challenge

- Ensuring physical education has a key place on the curriculum
- Ensuring that when we say ***physical education*** is on the curriculum that is what we mean!

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.



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.

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'.



*extracted from afPE's Health Position Paper

Why should PE be on the curriculum?

- A broad and balanced curriculum is essential
 - within the school curriculum
 - within the PE curriculum itself
- Physical Education is an entitlement

Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality.”

International Charter of Physical Education and Sport (UNESCO 1978)

Developing the Whole Child Through Physical Education, School Sport & Physical Activity



“The difference that high quality Physical Education, School Sport & Physical Activity make to the lives of young people is quite remarkable”

The Deep Dive

The curriculum is key to everything

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

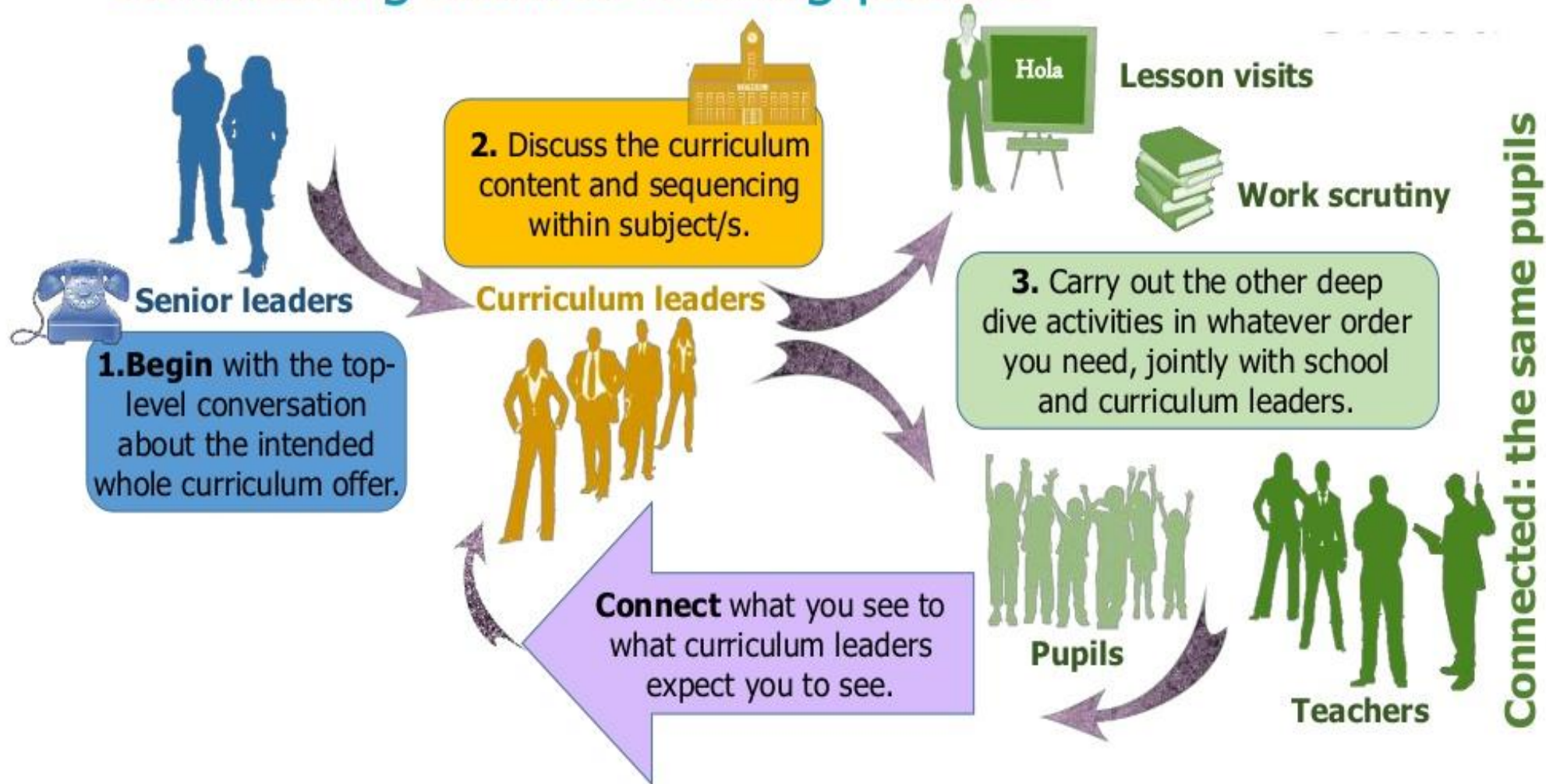
Personal development

- 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

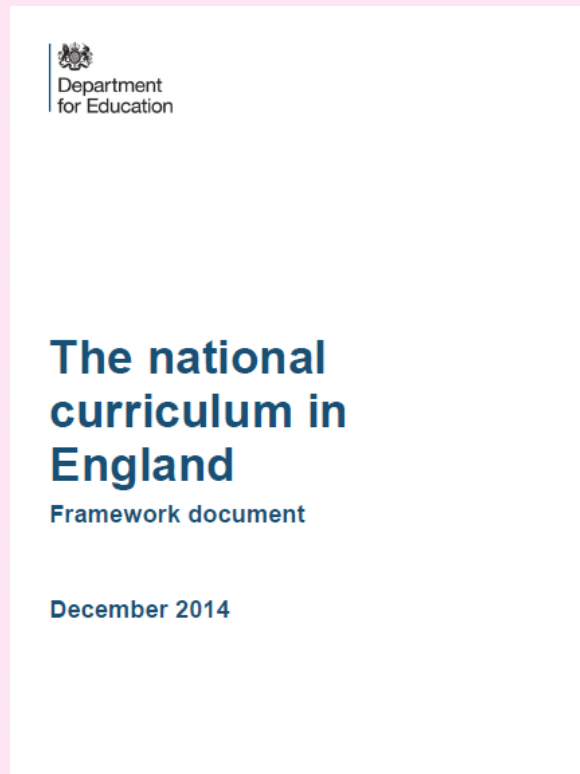
Connecting back to the big picture



4 key questions about your curriculum

1. How well does the curriculum meet the coverage requirements of the national curriculum?

Don't forget the national curriculum



- a set of ingredients that can be included in a school curriculum.
- a school should decide how the ingredients can be put together in the most exciting and effective way.
- a school should also consider what other ingredients are required to make a really outstanding curriculum

2. How **coherent** is the curriculum?
(the thread running through)

3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills

4. What are pupils learning and:
how does it link to the past?
how does it link to future learning?



Questions to Ask When Designing Your Curriculum

- Is the planning you undertake consistent with the whole school approach and aligned to your overarching school curriculum philosophy (i.e; is it systemic)?
- Is your physical education curriculum well planned or a series of piecemeal events?
- How do intent, implementation and impact link together in your 'story'?
- Does your curriculum have real breadth?
- Is it sequenced and scaffolded?
- Is it inclusive?
- Are you narrowing the curriculum for SATs or GCSEs?
- Do you help pupils to 'learn' the curriculum?
- Are your pupils ready for the next stage of education?
- Are your pupils 'world' ready?
- Is assessment used effectively and not burdensome?
- Are SLT/governors aware of, and on board with, the physical education curriculum?
- Can SLT/governors articulate how physical education fits into the whole planned learning experience?
- Does your school invest in physical education CPD?

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EIF May 21 key updates

- ‘inspectors will look at how subject leaders and teachers have identified pupils’ **learning gaps and new starting points**, and how they have responded to that in their curriculum planning’ (p5)

Schools can be inspected 'out of synch' if...

- concerns are identified about the breadth and balance of the curriculum (P13)

Ofsted will

- judge fairly schools that take radically different approaches to the curriculum;
- inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively (p16)

Can we use a curriculum from the public domain?

- There is NO standard curriculum
- There is no 'off the shelf' curriculum
- Each curriculum is bespoke and should have been developed by asking yourself key challenging questions
- This is exciting

Ofsted does not

- Require curriculum planning in any particular format (p17)
- Specify how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain (p18)

Ofsted will

- 'focus on understanding the steps taken to offer a wide range of personal development opportunities since the school opened to all pupils in March 2021' (p7)

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

Wider aspects of physical education's contribution

In Deep: Learning to Learn (2011)



Examples

- Creativity
- Curiosity
- Resilience
- Learning relationships

Cultural capital

- 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them engender an appreciation of human creativity and achievement' (p46)

The curriculum is working if pupils are

- making progress in the sense of **knowing** more, **remembering** more and being able to **do** more (p29)

Lesson visits

- Does what goes on in lessons contribute to the school's curriculum intention? (p30)
- How well is the curriculum implemented? (p30)

So.... the implications for curriculum planning

Hope for the best, prepare for the worst...

- Plan the curriculum/extra curricular activity with your ideal in mind
- Adjust as required for Covid
- Avoid a 'Covid PE curriculum' becoming the new norm

'Hope for the best'...your ideal

- The dreamer
 - The realist
 - The spoiler
- (Walt Disney)

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

Intent

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

Key words/terms from the Good Criteria

Implementation

- **Subject knowledge**
- 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

- Designing and re-evaluating your physical education curriculum

If you have a high quality PE curriculum it will... (building on the 4 questions from a deep dive)

- Be aligned to whole school intent
- Be coherent, sequenced and well scaffolded
- Have breadth and not be narrowed
- Be inclusive
- Prepare pupils for their next stage
- Have assessment effectively embedded
- Be easy to articulate and understood by key stakeholders

Key question: Is your curriculum inclusive?

Starting the planning process

- Carefully work through the national curriculum document
- Scrutinise your whole school aims/mission/intent
- Decide on how PESSPA can contribute to the whole school intent (get SLT on board).
- Are there are subjects you can work with to 'share' coverage of essential topics? (science?)
- Decide your end points and key markers of learning (using the NCPE)-heads, hearts and hands is integral
- Create a curriculum overview which presents a 'learning journey' (not an activity map)..
- Agree your over view with key staff
- Ensure you are able to present your approach to SLT (SLT should be able to explain your PESSPA work back to you)
- Your schemes and units can now sit beneath this
- Help students, parents and other staff to understand your approach
- How inclusive is it and how do you know?

NOTE: NCPE builds for GCSE. It does not need to start in KS3

PHYSICAL WELLBEING

Incorporate activities that pupils can do at home, using free resources such as Change4Life, Tokyo Tens, Super Movers etc. Turn activity into education by enabling pupils to set goals, review, adapt and improve.

Use a dice to add fun. Numbers represent actions, repetitions, balance points etc. Pupils make suggestions for each category.

Ask pupils to select gears when adjusting intensity of activity. Pupils increase or decrease speed but work at an individual pace.

Make sure pupils know how an activity benefits their health and wellbeing.

Use stories to lead pupils through fundamental skills and strength-building e.g. crawling under or jumping over during a 'journey'.

Use 'party games' to develop fundamental skills instead of drills, e.g. Simon says, compass points, pirates, musical statues.

REACTIVATING LEARNING



WHAT to do in physical education and physical activity to promote wellbeing.

REMEMBER!

Activities are vehicles for learning; they are not the purpose of learning.
Think WHY – HOW – WHAT.

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EMOTIONAL WELLBEING

Agree success criteria with pupils and ask them to keep individual scores to reinforce personal improvement.

Use personal learning logs and/or award stickers for non-physical achievements, e.g. resilience, responsibility, effort, resourcefulness.

Promote creativity by setting open-ended tasks: "How can you...?" "What different ways can you...?"

Ask pupils to create their own challenges or activities to meet a specified outcome, e.g. "Use the given equipment to create a game that tests accuracy in sending."

Ask pupils to display a green, yellow or red cone to indicate if they are working at comfort, stretch or challenge.

Practise relaxation techniques from yoga, tai chi or Pilates. Allow pupils to use these when needed.

Work outdoors as much as possible. Use trails and orienteering-type activities in poorer weather.

Start or end morning and afternoon sessions with energiser or relaxation activities, drawing on the wide range of online resources.

Break up sessions with action rhymes and songs for younger pupils.

Ask older pupils to take turns to lead on-the-spot exercises as brief activity bursts in class.

Use active or non-sedentary learning methods across the curriculum and/or use outdoor classrooms, e.g. trails and clue hunts, walk and talk, standing at desks, wall as well as desk zones.

COGNITIVE WELLBEING

Reward pupils' positive behaviours and achievements, e.g. metres towards a virtual class mountain climb, kilometres towards a journey, team league points.

Make time for outdoor play. Work with pupils to adapt activities safely and creatively, e.g. skipping, hop scotch, traffic lights, Simon says, touch-free tag etc.

Award merits or stickers for social skills, e.g. sharing ideas, listening and respecting others' views.

Working in physically distant pairs, pupils take part in 'follow my leader' or mirroring actions.

Ask small groups of pupils to create 'chains' to promote interaction at a distance, e.g. each pupil builds on the previous pupils' movements.

Working in pairs or trios, pupils adopt coach and athlete relationships to learn and improve skills.

Create a team challenge with a series of tasks. Individuals earn points or provide solutions that contribute to the overall team goal.

Ask small groups to create a joint game. Pupils collectively agree a basic idea then take on individual roles or tasks to develop it, e.g. rules, scoring system, easier/harder.

SOCIAL WELLBEING



PHYSICAL WELLBEING

- Adopt a health-based PE approach including healthy lifestyle habits and tips.
- Reinforce fundamental skills – agility, balance and coordination – not sports skills.
- Include fun, floor activities that build core strength.
- Balance mild, moderate and vigorous activity.
- Loss of fitness, leading to low energy levels.
- Loss of strength, resulting in poor posture and balance.
- Loss of motor skills, resulting in clumsiness and reduced dexterity.
- Imbalanced health habits, e.g. too much/too little sleep, under/over eating, obsessive/relaxed hygiene.

COGNITIVE WELLBEING

- Learning loss or inequalities, e.g. forgotten or gap in skills, knowledge and understanding.
- Lack of purpose, leading to reduced motivation and readiness to learn.
- Loss of routines, leading to reduced self-organisation.
- Reduced concentration and memory.
- Value and encourage active play.
- Break up the school day with short bursts of physical activity.
- Use active learning methods to revisit, reinforce and apply classroom learning.
- Award merits for a range of attributes; link them to physical or sport-related endeavours.

REACTIVATING LEARNING
 association for Physical Education

WHY and HOW to rejuvenate primary pupils' wellbeing through physical education and physical activity.

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 @afPE_PE

EMOTIONAL WELLBEING

- Encourage a focus on personal goal-setting and personal achievements.
- Provide opportunities for creative problem-solving – no single 'right' answer or method.
- Allow choice – comfort or stretch – within/across activities.
- Offer a time-out space and activity when needed.
- Greater anxiety, depression and trauma.
- Lower self-esteem affecting willingness to try or take risks.
- Reduced autonomy, leading to lower sense of self-efficacy and personal responsibility.
- Greater mood swings, resulting in reduced emotional control and unpredictable behaviours.
- Loss of social skills, affecting ability to share, take turns, listen, cooperate or communicate effectively.

SOCIAL WELLBEING

- Key: Potential solutions
- Increased need for reassurance or interaction, requiring more support or attention.
- Emphasise physical not social distance.
- Scaffold cooperative learning, e.g. pairs, fours then larger.
- Fear of others, leading to lower levels of trust and empathy.
- Reduced social confidence, e.g. withdrawn.
- Set team challenges where individual activity contributes to a collective goal.
- Provide opportunities for peer-coaching and peer-review, modelling constructive methods.

I raise a glass to you all...
'To the regiment...'