

11 September 2019
North Suffolk Sport & Health
Partnership
Physical Education Conference

Broad & Balanced Curriculum for all Young People.
EIF 2019

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***A CLEAR & AMBITIOUS
VISION?***

***The QUALITY of
education?***

END POINT 

IMPACT

IMPLEMENTATION

INTENT

START POINT

Current Vision, Values, Aims & Ethos?

What is it like to be a learner in your school?

How well do pupils LEARN in the curriculum?

What contribution do you believe PE, sport and physical activity bring to the final outcomes & 'cultural capital' for pupils when they leave?



Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



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.

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 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'.



Our responsibility & remit



Looking back & forward. Consider the non-negotiables.....

Non-negotiable.....

Schools in England must offer a curriculum that is broad and balanced and:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Section 78 of the 2002 Education Act which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

Accountability

The Teaching Standards

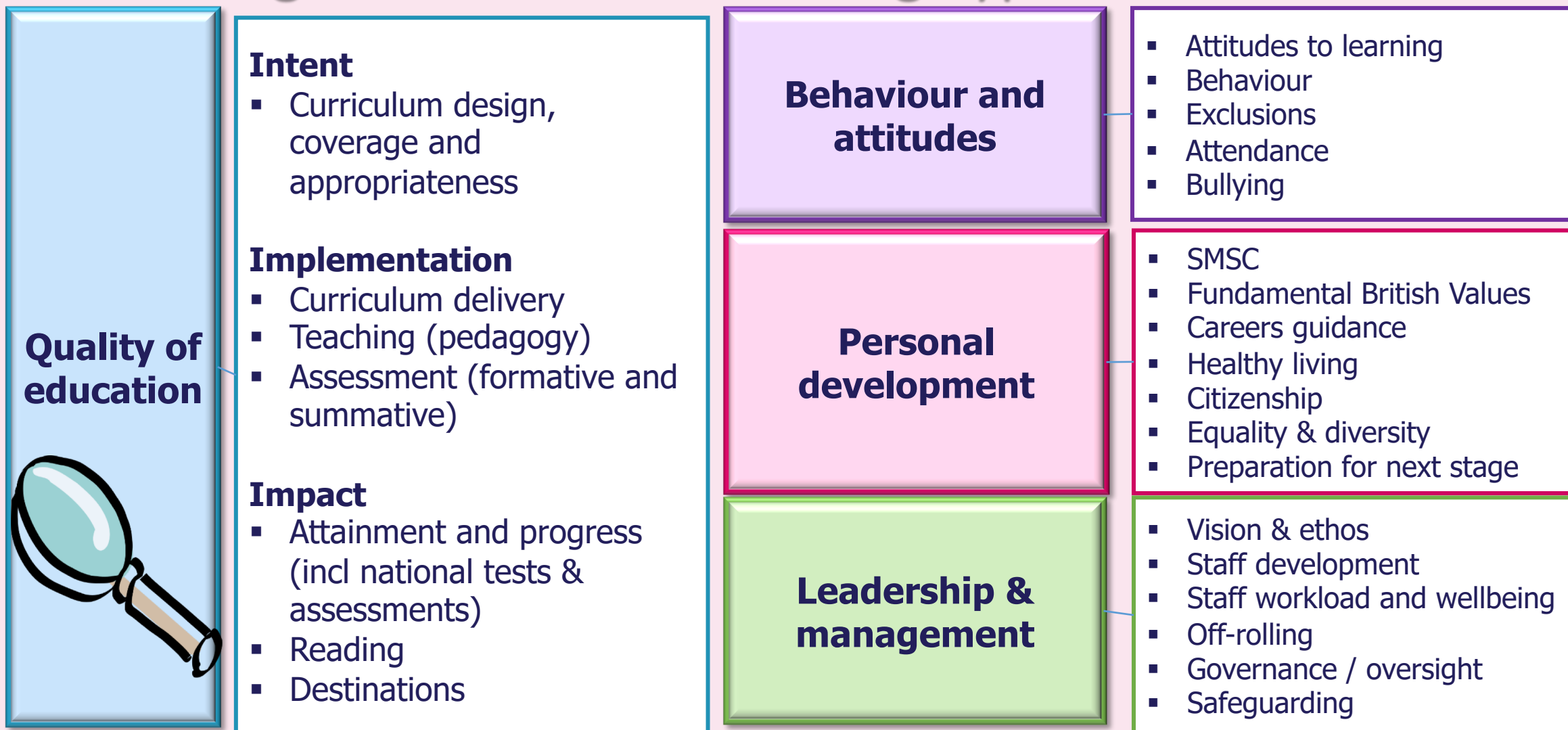
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Accountability

The Education Inspection Framework is intended to be a force for improvement for ALL learners. The framework & remit-specific criteria are clear that the expectation is that all learners will receive a **high-quality, ambitious education**. (The Equality Act 2010)

- Quality of Education; Behaviour & Attitudes; Personal Development; L&M
- Overall effectiveness: What is it like to be a learner in the provision? Standard of education

Judgements: Ofsted working hypothesis in detail



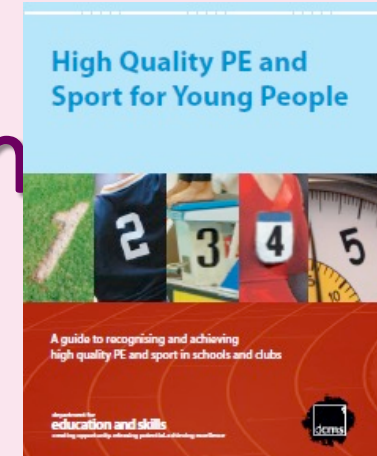
Towards the Education Inspection Framework 2019

Ambitious, modern & outstanding physical education: not just an aspiration, its an entitlement.

Determine five key outcomes that outstanding teaching in PE has on children and young people?

What is outstanding about physical education Sport & Physical Activity in YOUR school?

The basic principles of a high quality PE, sport & physical activity curriculum & Extra-Curricular Programme



- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE, sport and physical activity;
- Promotes young people's health, safety and well-being;
- Enables all young people to improve and achieve in line with their age and potential.

Potential outstanding outcomes in 290 words!

The leadership & management of PESSPA is exceptional. All teachers are engaged, feel effectively and meaningfully supported both in terms of their well-being and opportunities to take part in focused professional development. Those responsible for governance ensure that the school has a clear vision and strategy and that resources are managed well.

There is a clear and ambitious vision for high quality PESSPA. The PE curriculum is well planned, relevant and purposeful and supports the progression of all pupils from their starting points to their end points with the aim that all pupils successfully complete their programmes of study, demonstrating improved skills, competencies and developing at the same time, detailed knowledge, understanding and the *cultural capital* (1) to succeed in life.

There is a wide and rich range of extra-curricular experiences that enhance and extend pupils interests and talents. Pupils are motivated and engaged and participate willingly and respond positively to the sporting and cultural opportunities on offer. PESSPA contributes exceptionally well to the development of pupils' character, confidence, resilience and independence and supports their persistence in the face of challenges and difficulties. Pupils know how to eat well, maintain an active lifestyle and keep physically and mentally healthy.

Pupils appreciate how PESSPA can make a difference to their attitudes and behaviour across the school and how to be responsible, respectful and active citizens. They feel safe in PESSPA and there is a culture of safeguarding that supports effective arrangements. There is a positive climate for learning where low level disruption and bullying is not tolerated. Pupils behaviour and attitudes in PESSPA are exemplary.

PESSPA provision contributes strongly to the spiritual, moral, social and cultural development of pupils and effectively meets different pupils' needs, including pupils with SEND.

Potential outstanding outcomes in 290 words! (L&M)

The leadership & management of PESSPA is exceptional. All teachers are engaged, feel effectively and meaningfully supported both in terms of their well-being and opportunities to take part in focused professional development. Those responsible for governance ensure that the school has a clear vision and strategy and that resources are managed well.

Potential outstanding outcomes in 290 words! (B&A)

Pupils appreciate how PESSPA can make a difference to their attitudes and behaviour across the school and how to be responsible, respectful and active citizens. They feel safe in PESSPA and there is a culture of safeguarding that supports effective arrangements. There is a positive climate for learning where low level disruption and bullying is not tolerated. Pupils behaviour and attitudes in PESSPA are exemplary.

Potential outstanding outcomes in 290 words! (PD)

There is a wide and rich range of extra-curricular experiences that enhance and extend pupils interests and talents. Pupils are motivated and engaged and participate willingly and respond positively to the sporting and cultural opportunities on offer. PESSPA contributes exceptionally well to the development of pupils' character, confidence, resilience and independence and supports their persistence in the face of challenges and difficulties. Pupils know how to eat well, maintain an active lifestyle and keep physically and mentally healthy.