

Achieving High Quality Curricular Gymnastics

Here at VisionED, we believe passionately that High-quality PE is an entitlement for **all** pupils. We want to help YOU to create a high-quality PE curriculum which – ‘**Inspires All to Succeed & Excel and Lead Healthy Active Lives**’ (adapted simply from NCPE 2014)

The Curricular Gymnastics course which you are on today is a part of this mission. We have over nearly 30 years of advisory work, developed an approach to the teaching of curricular gymnastics that compliments and aligns with all major schemes of work. It also:

- Is pragmatic (for instance recognising issues with ITTE, over-crowded curriculum etc)
- Develops greater staff depth of knowledge & understanding helping to boost confidence and competence in the skills of teaching high-quality curricular gymnastics
- Develops greater pupil knowledge, skills & understanding
- Develops pupils’ understanding of effective, efficient movement relating it to context
- Builds upon prior work (incremental, progressive, sequenced...)
- Potential to inspire ALL pupils to succeed and excel with pupil focussed approach
- Provides pupils with knowledge of ‘How’ (procedural knowledge) as well as the ‘What, Where, When and Who’ types of questions (Declarative Knowledge)

Ofsted’s 2022 Review of PE recognises that there is no single way of achieving high-quality PE, however their review finds that high-quality provision may have the following features:

- Teachers know that PE includes clearly defined knowledge that can usefully be categorised as either **declarative** or **procedural**.
- Leaders and teachers have thought carefully about what it is to know more and do more in PE. This understanding is informed by the national curriculum’s aims, and component knowledge (content) has been identified to develop pupils’ competence.
- A strong foundation is built on fundamental movement skills (FMS), starting in the early years and developed through transitional activities into more specialised sport and physical activity.
- Teachers make sure that pupils’ movement is not only efficient and effective but intelligent and context-related. They ensure pupils have knowledge of rules, strategies and tactics in order to guide successful movement
- Leaders and teachers select physical activities and sports based on their capacity to develop pupils’ competence in PE. They identify key concepts to teach and build pupils’ understanding incrementally.
- The PE curriculum meets the needs of all pupils, including those with special education needs and/or disabilities (SEND). All pupils feel included and able to succeed within the subject.
- Pupils are supported to know more and do more. **All** pupils benefit from high-quality instruction, practise and feedback.
- Assessment approaches should identify the knowledge pupils have and have not acquired.
- Teachers of PE have high levels of subject and pedagogical knowledge.