***Support document for PE Subject Leaders facilitating self-evaluation of vision, purpose / direction, and long-term planning; including curriculum design, and the rationale for content choices and subsequent sequencing. To be used in conjunction with PE aide-memoire (Ofsted) and national qualification in ‘Leadership & Management in Primary PE’ course.***

KLOE (Key Lines of Enquiry) should be considered along with – ‘*How do you know?*’ **H**, ‘*What Evidence do I have to support this?*’ **E** and ‘*What is the Impact of this on pupils?*’ **I**.

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| **Question 1 - Learning Transition**  How well does the KS1 curriculum introduce pupils to your subject and build upon learning from EYFS? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 2**  Why were the units of work on your curriculum map chosen? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 3**  What rationale do you have for the order in which content is taught over time? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 4**  How are you approaching the teaching of specific subject vocabulary in your subject? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 5**  How are you planning for progression in PE? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |

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| **Curriculum leader’s summary evaluation of long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing:** |
| **Identified next steps (to transfer to action plan):** |

**Evaluation of lesson visits, pupils’ work, and evaluation of pupils’ views**

**Possible sources of evidence**

* Long-Term planning to show curriculum sequencing and where connected lessons should be taught.
* Learning walks and drop-ins.
* Samples of work seen / recorded to compare two or more specific groups of pupils
* Observations from two sequential year groups to evaluate year-on-year development of pupils’ knowledge.
* Observations / Samples of work to evaluate transition between EYFS and KS1 or from KS1 to KS2
* Conversations with groups of pupils relating to learning and vocabulary (Pupil voice)
* Questionnaires and surveys. Pupil involvement in shaping the curriculum.

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| **Evaluation of Lesson Visits** |
| **Question 1**  How clearly are links made to concepts explored in previous year groups? [Recall, Retrieval and Re-encounter] |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 2**  How well are lessons referenced to previous lessons? Are pupils aware of their ‘journey?’ |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 3**  Is there consistency in the teaching of PE across the school? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 4**  How do lessons across different year groups demonstrate progression and that pupils are building upon prior learning? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 5**  How are those pupils who find it most difficult to learn being given the best chances to keep up? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |

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| **Evaluation of pupils’ work (Book Scrutiny) – PE Floorbooks, Assessment Feedback** |
| **Question 1**  Do observations show that pupils are building upon their prior knowledge? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 2**  Is there evidence of both pupils understanding of and use of PE specific vocabulary? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 3**  Is there clear evidence that pupils’ knowledge is developing over time? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 4**  Are tasks focused on developing understanding – rules, tactics, and strategies as well as the motor competencies / skills? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Evaluation of pupils’ views** |
| **Question 1**  Are pupils able to recall their learning in PE from a previous year group? Is this encouraged? Seen? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 2**  What does (*PE Leader to* *choose subject specific vocabulary*) mean? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 3**  What did you learn in a previous lesson that is helping you with what you are doing now in this lesson in PE? |
| ***How do you know? What Evidence do you have? What is the Impact?*** |
| **Question 4**  Can you tell me about two activities / sports you have learned about and how they link? Are there any common approaches, skills, tactics, principles? *(PE Leader should adapt the language of this question to suit prior learning, activity shown and pupils age / stage)* [Attacking skills / principles across Football and Netball, Balance in Gym and Dance, Warming-up in PE lessons] |
| ***How do you know? What Evidence do you have? What is the Impact?*** |

# **Support guidance - Using appropriate evaluative language to evaluate Impact**

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| **Good Examples** | **Cause and Effect Links** | **Progress language** | **Proportional Words to Support the Evaluation of Progress** |
| * Because of, … This meant that * Data indicates that…. Because * The progress of… compared with national shows… * The impact was … as a result of * Evidence from… showed us that | * And so * And makes * As a result, * Consequently * Enhancing * Which supports * … this enables * This helps * … this leads to * Thereby * … thus maximising | * Apply skills * Develop * Extend * Deepen * Embed * Improve * Advance understanding | * Vast/overwhelming majority (97-99%) * Most/very large majority (80%) * Large majority (65-79%) * Majority (50-64%) * Minority (35-49%) * Small minority (20-34%) * Very small minority (4-20%) * Almost none (0-3%) |

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| **Curriculum leader’s summary following round of monitoring / individual monitoring activities:** |
| **Identified next steps (to transfer to action plan):** |

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| **Identified Actions for Improvement following Self-Evaluation Activities** | | | | | | |
| AIM | Actions / Activities | | By Whom? | Costs associated | Success criteria / desired outcomes | Monitored by: |
| 1.1 |  | |  |  |  |  |
| 1.2 |  | |  |  |  |  |
| 1.3 |  | |  |  |  |  |
| 1.4 |  | |  |  |  |  |
| **Progress Points: to aid monitoring and focus success** | | | | | | |
| By Autumn (date) | |  | | | | |
| By Spring (date) | |  | | | | |
| By Summer (date) | |  | | | | |
| PROGRESS: | | | | IMPACT: | | |

*\*This form has been adapted from an online document on web (original author unclear) and with the support of Ofsted PE specific training aide-memoire, to support learners*