



**PE, Sport
and activity –
from part of
the problem
to part of the
solution**

Ronnie Heath

**Managing Director
Create Development**

Part of the problem

...creating positive early core memories and experiences...



...the problem with traditional approaches...

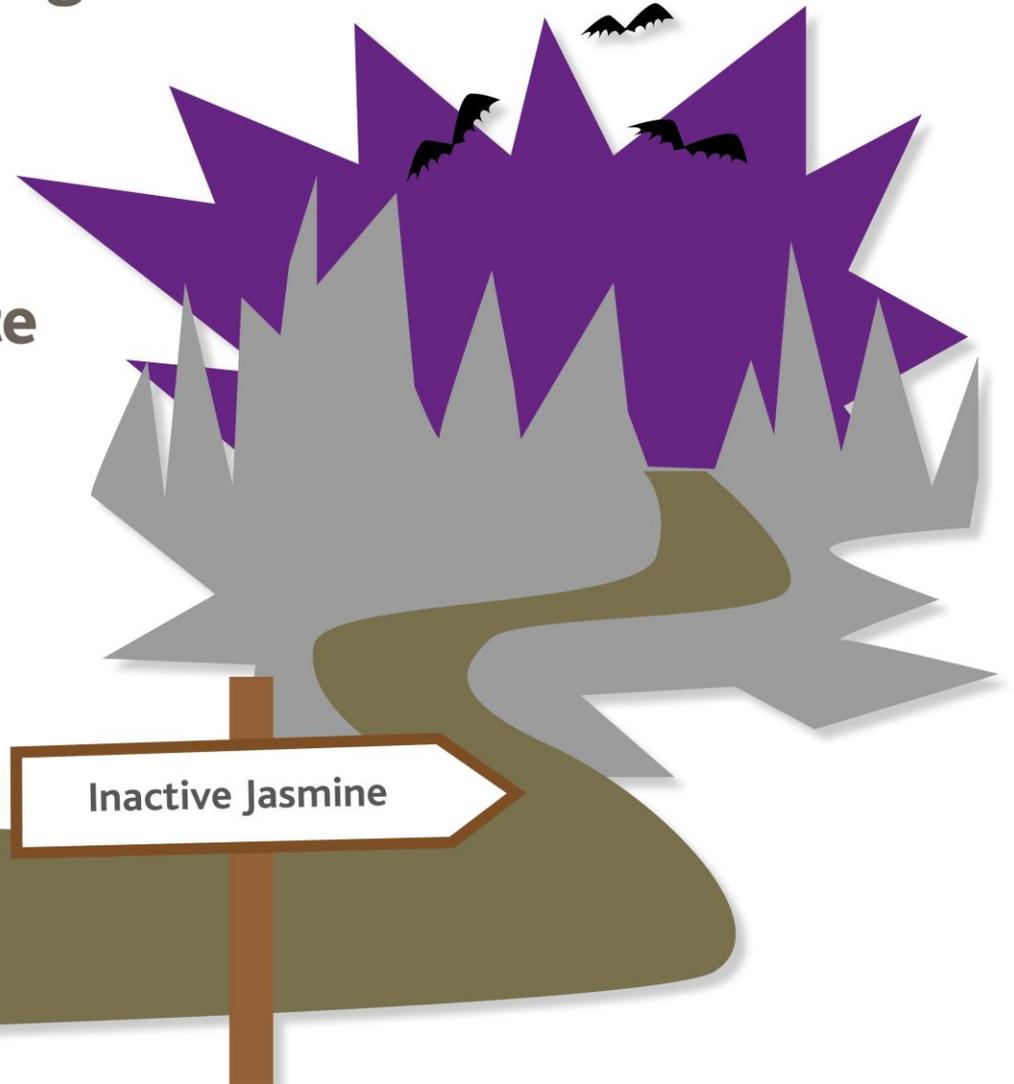
No sense of belonging

Poor Fundamental
Movement Skills

Feeling inadequate

No choice/ownership/voice

Sport first



***Done well, they promote
self-esteem, resilience,
critical thinking,
connectivity and a
sense of belonging***

*Done poorly, PE and
Sport creates feelings of
inadequacy, permanent
personal traits and abilities,
helplessness
and ostracism*

**““ Our children are
the first generation
that are growing up
in captivity.**

**Professor Tanya Byron,
Child Psychologist**

Many are just not ready to cope in the wild by themselves.

Stresses, anxiety and mental illnesses we

*never experienced
and struggle to
understand*

Challenge to align?

Your **intent, beliefs and values**

with

What you say

with

What you do

with

What you measure

**Let's measure what we value
as opposed to value what we
measure!**



Ofsted framework

Education inspection framework

Personal Development

Behaviours & Attitudes

Quality of education

Personal Development

‘The curriculum and the school’s wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.’



Behaviours & Attitudes

‘Pupils consistently have highly positive attitudes...’

‘They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.’



Quality of Education

Intent

‘Leaders adopt or construct a curriculum that is **ambitious** and designed to give all pupils...the **knowledge and cultural capital** they need to succeed in life.’

Implementation

‘Teachers create an environment that allows pupils to **focus on learning**. The teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s **ambitious intentions** for the course of study and clearly **support the intent of a coherently planned curriculum**, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.’

Impact

‘Pupils develop detailed knowledge and **skills across the curriculum** and, as a result, achieve well.’

Quality of Education

Intent



6 Dynamic Balance to Agility: Jumping and Landing

Learning Points

- Keep feet shoulder width apart.
- Keep knees on take-off and landing.
- Bring arms to gain height and use them.

Questions

- Why do we need these bones when we land?
- Why is it important to land softly?
- What sports can you think of that require the ability to

Yellow challenges
Jumping 2 feet with quarter turn

Green challenges
Jump 2 feet with quarter turn

Red challenges
[back jump]

Success?

- Good take-off and height
- Balance and control on landing
- Soft, quiet landing

Implementation



Jasmine
Your **real** learning platform

Impact



National Curriculum

EYFS Framework

Communication and
language

Physical
development

Personal, social and
emotional
development

Key Stage 1

Pupils should develop **Fundamental Movement Skills**, become increasingly competent and confident and access a broad range of opportunities to extend their **agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **cooperative** physical activities, in a range of **increasingly challenging situations**.

Key Stage 2

Pupils should continue to apply and develop a **broader range of skills, learning how to use them in different ways** and to link them to make actions and sequences of movement. They should enjoy **communicating, collaborating and competing** with each other. They should develop an understanding of how to improve in different physical activities and sports and **learn how to evaluate and recognise their own success.**

YOUNG MiNDS

The UK's leading charity fighting for a future where all young minds are supported and empowered, whatever the challenges

YOUNGMINDS



- 3 children in every classroom have a mental health problem
- **YoungMinds** is the UK's leading charity fighting for a future where all young minds are supported and empowered, whatever the challenges.
- They're here to make sure young people get the best possible mental health support and have the resilience to overcome life's difficulties.
- Our new partnership provides schools with specific, expert advice on **Mental Health and Wellbeing** and support for teachers, parents and children,
- **360 Schools'** community offers free tips, advice and teaching resources.

YOUNGMINDS



More information can be found on
Jasmineactive.com and teachers can sign up
to **YoungMinds** 360 Schools Community

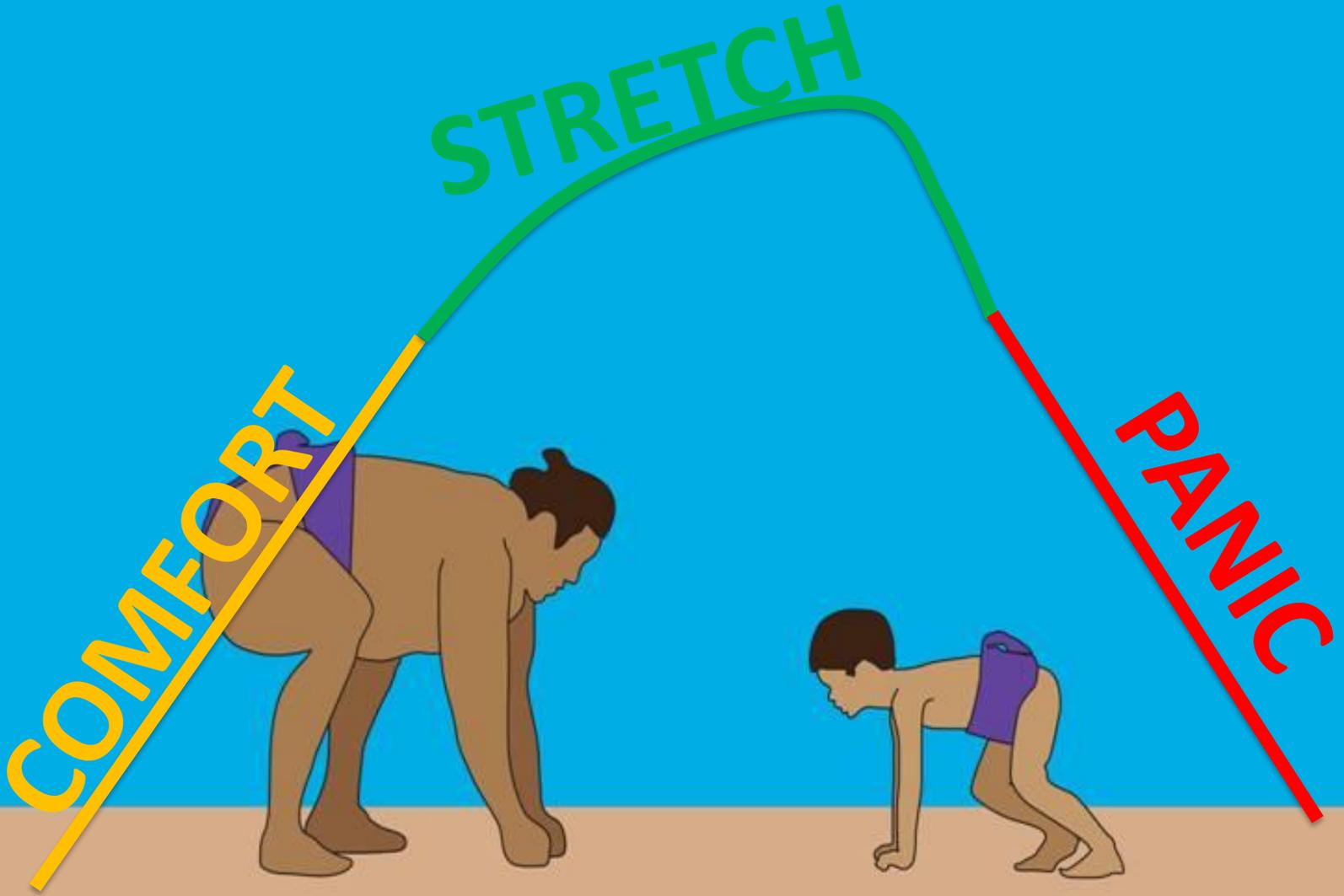


Turning a vision into reality

PE Part of the Solution



real PE[®]



COMFORT

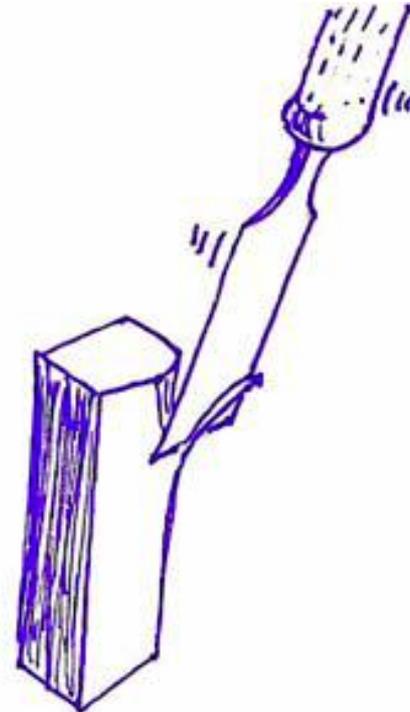
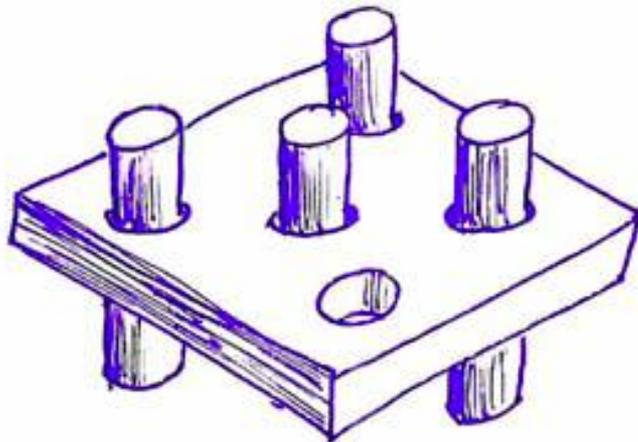
STRETCH

PANIC

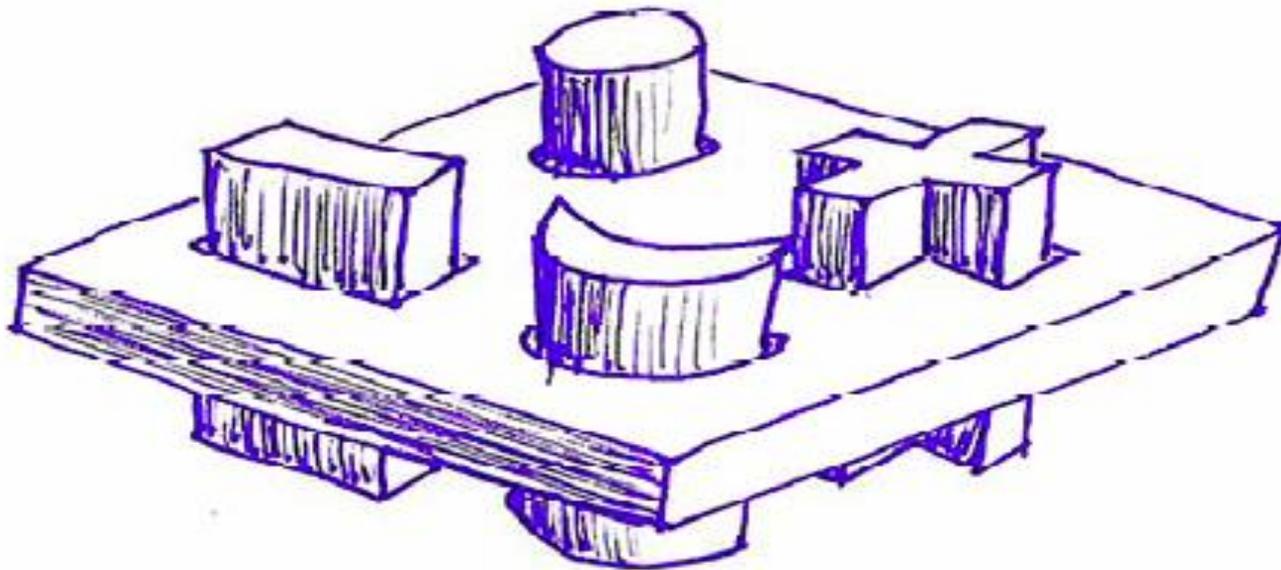


*
**Creating
positive teaching
habits
to develop
positive learning
behaviours**

Part of the problem



Part of the solution



Creating positive relationships with physical activity for life



Find out more

**Attend our workshop and/or
visit our stand today**

Visit: jasmineactive.com

Active 30/30



Michelle Roberts afPE Regional Support Advisor
South West

Workshop Aims

The daily 30 active minutes challenge and what schools can do to achieve 30 minutes.

Research, evidence and policies which identify key components which support an increase in physical activity.

Look at overcoming the barriers faced, case studies of primary schools developments
Look at the range of programmes available to support the 30 active minutes

Look at key partners who can support you

Review available Packages and programmes

The Research – less than 30% of children doing 30 active minutes.

A third of Children are over weight or obese by the time they leave primary school.

Data from the active lives survey indicates that only 17.5% of children are doing 60 minutes every day.

Only 30% of children achieve the 30 active minutes target daily.

The importance of physical activity in promoting children and young people's mental wellbeing is equally clear;

One in eight 5-to-19 year olds has at least one mental disorder. Physical and mental health are inextricably linked; numerous studies confirm a positive association between physical activity and increased self-esteem, emotional wellbeing.

Source – School Sport and activity action plan July 2019

What works in schools and colleges to increase physical activity?

PHE October 2015

(Reviewed and Updated July 2019)

Growing evidence there is a link between physical activity and pupil attainment.

8 key principles identified:

1. Develop and deliver Multi-component interventions
2. Skilled work force
3. Engagement of pupil voice
4. Create active environments
5. Offer choice and variety
6. Embed in the curriculum
7. Promote active travel
8. Personal goal setting, daily challenges



Barriers and Solutions

- Capacity in schools can be low limited TA support and help
 - Find ways that teachers can integrate it as part of their day
 - Simple but effective minimal set up and planning – can enhance a lesson E.g. through quality SOW, Imoves (active classrooms)

- Time within the school day – changing timetables, finding gaps making the active 30 mins part of the school day.

- Achieving it every day is a real challenge – start with one or 2 days and get the programme embedded and work towards 5 days.

- Facilities
 - Use the classroom/outside space more effectively e.g. room arrangement, access to equipment

What is the Active 30 mins ?



What can count towards the 30 active minutes

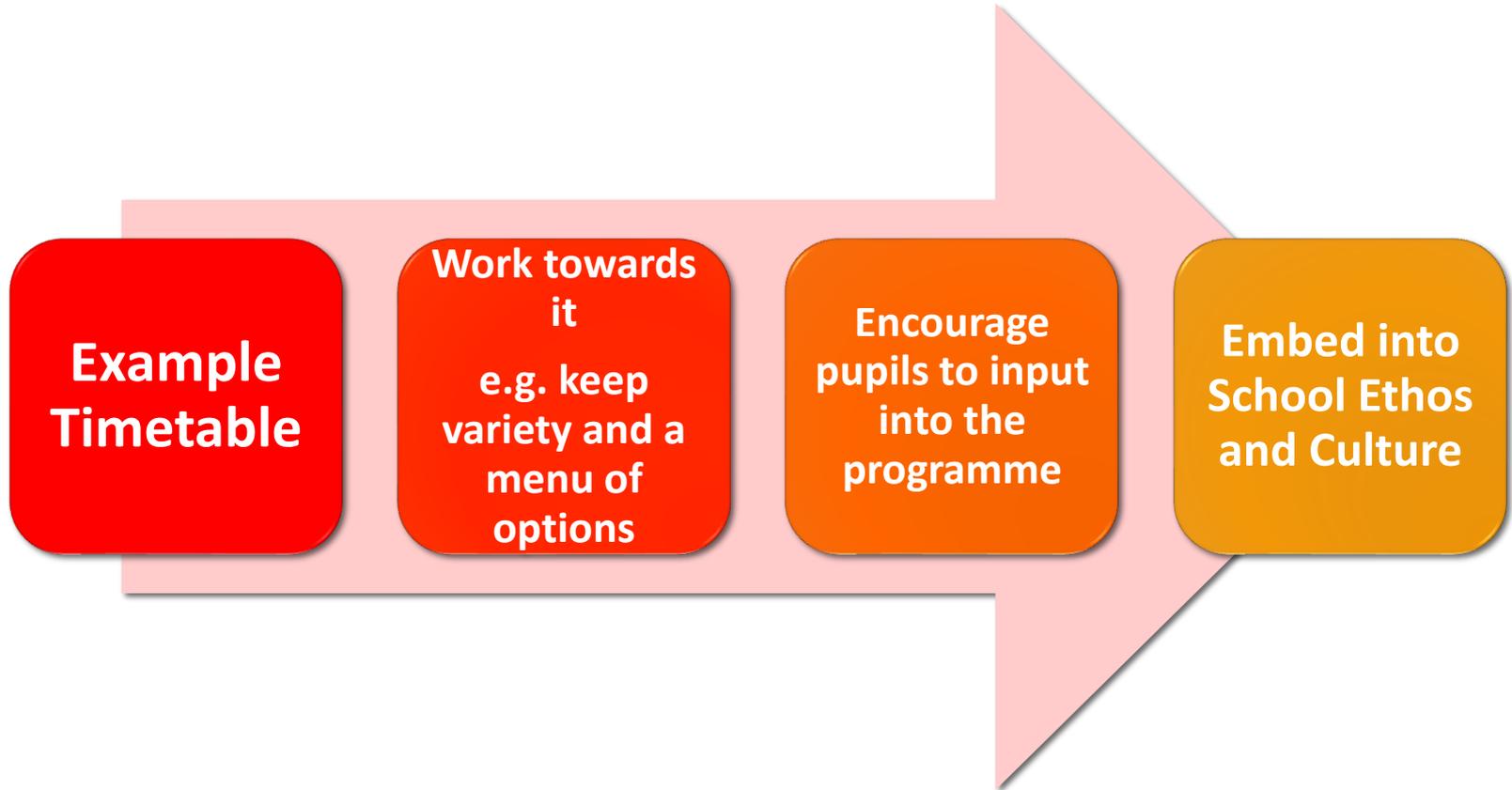


How can we break this down
e.g. 3 x 10 2 x 15 etc...



Latest guidance on PE and
School spend

Active 30 Timetable



Example Timetable

Active 30/30 Timetable

Day/Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 15 mins am	Mile A Day Monday Children complete x3.5 laps challenge around field	Thinking Tuesday Active Maths (use of the Racoon Circle)	Wheelie Wednesday Children bring scooters, bikes to school No balls day, wheels only	Tune It In Thursday Wake and Shake	Fun Time Friday Children Choose activities based on a menu of options A
Week 1 15 mins pm	Mile A Day Monday Children complete x3.5 laps challenge around field	Thinking Tuesday Times Tables – Stick tap counting. Multiplication runs/trees	Wheelie Wednesday Children bring scooters, bikes to school No balls day, wheels only	Tune It In Thursday Sugar Smart Blast	Fun Time Friday Children Choose activities based on a menu of options A
Week 2 15 mins am	Mile A Day Monday Children complete x3.5 laps challenge around field	Thinking Tuesday Imoves - Literacy	Wheelie Wednesday Bike Challenge	Tune It In Thursday Jo Wicks – Body Coach/imoves daily challenge	Fun Time Friday Children Choose activities based on a menu of options B
Week 2 15 mins pm	Mile A Day Monday Children complete x3.5 laps challenge around field	Thinking Tuesday Imoves – Daily Challenge	Wheelie Wednesday Bike Challenge	Tune It In Thursday Go Noodle	Fun Time Friday Children Choose activities based on a menu of options B

ARENA

Connecting School
Sport Pathways



Active Playgrounds

How active is your playground ?

Is it inspiring ?

Which children are not active ?

Have you asked the children what they think about their playground ?

What would they like to improve ?

Playground Markings 'Using the Heartline'

Blisland School



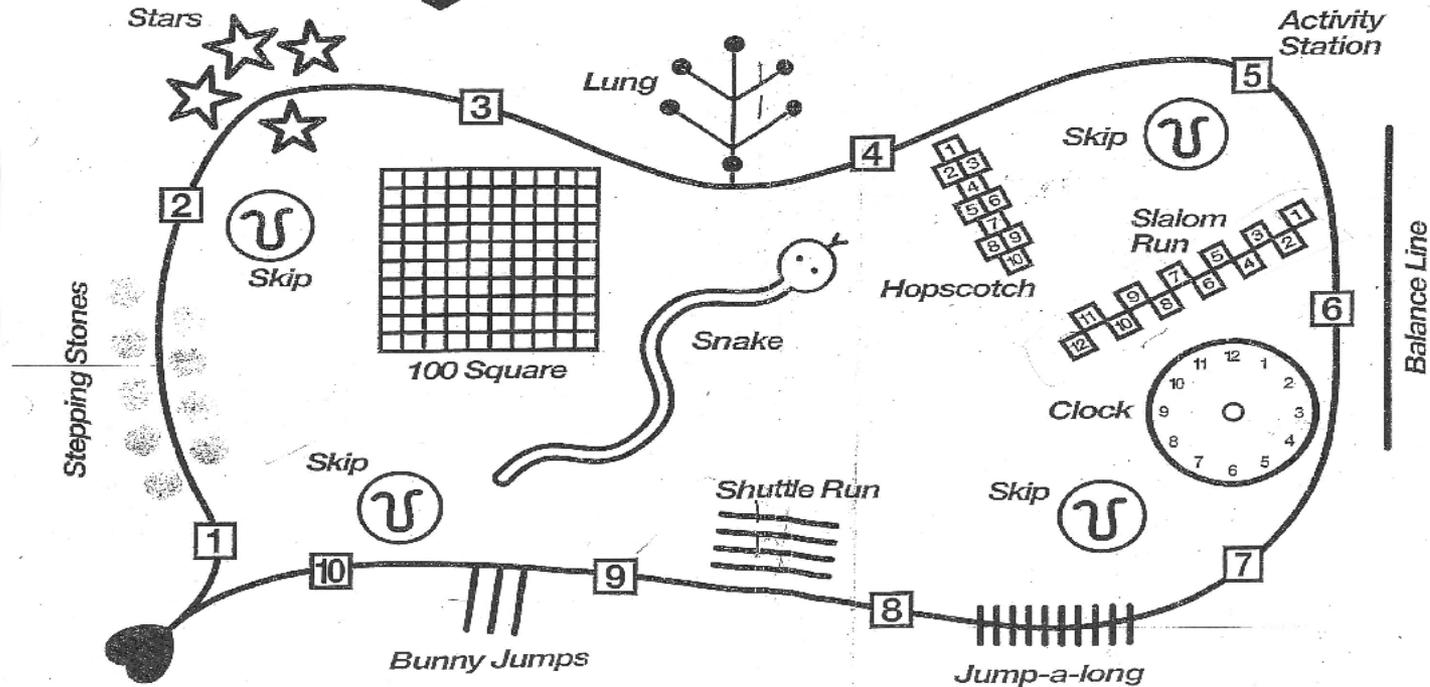
Adapted from the British Heart Foundation - Heartline

St Petrocs - adapting the Heartline: Impact on other curriculum areas

The Heart Line Playground Exercise Track



The Heart Line



PE Premium Spend Guidance

Active miles

“Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.”

What your funding should not be used for:

Fund capital expenditure

(Guidance released by the DFE – October 2018)

Additional reports produced in July 2019

What works in schools and colleges to increase physical activity ? July 2019

School Sport and Activity Action Plan July 2019 does give an early indication some funding will remain beyond 2020.

Healthy Schools Rating scheme July 2019

Active Spaces - The Daily Mile

Use your existing space to mark out a track

Develop a multi purpose track it can be used for a range of activities, bikes, scooters, walking, outdoor learning.

Link to other curriculum subject areas maths trail, literacy trail

Set personal challenges for individuals and include team events

Investigate what other outdoor spaces you have which could developed into active spaces

Visit other school sites to gain ideas and save time - collaborate

Using the existing site to develop a track – Altarnun Primary



Developing a Multi Purpose Track

Delabole and Tintagel Primary School 2018

St Catherines School – July 2019 (Cornwall Schools)



Extending and developing a playground space

Menheniot Primary School - Cornwall



The PE Premium – Can support equipment and training for a track

- Staff training in effective use of the track
- Balance bikes, Learn to ride bikes, scooters
- Pedometers to measure the impact
- Competitions and challenges on the track
- Daily personal challenges
- Equipment for playground leaders

Active Classrooms – KS1 imoves



Peter Pipe cleaner

- Bends
- Twists



Reggie Rubber band

- Stretch and stretch and stretch!

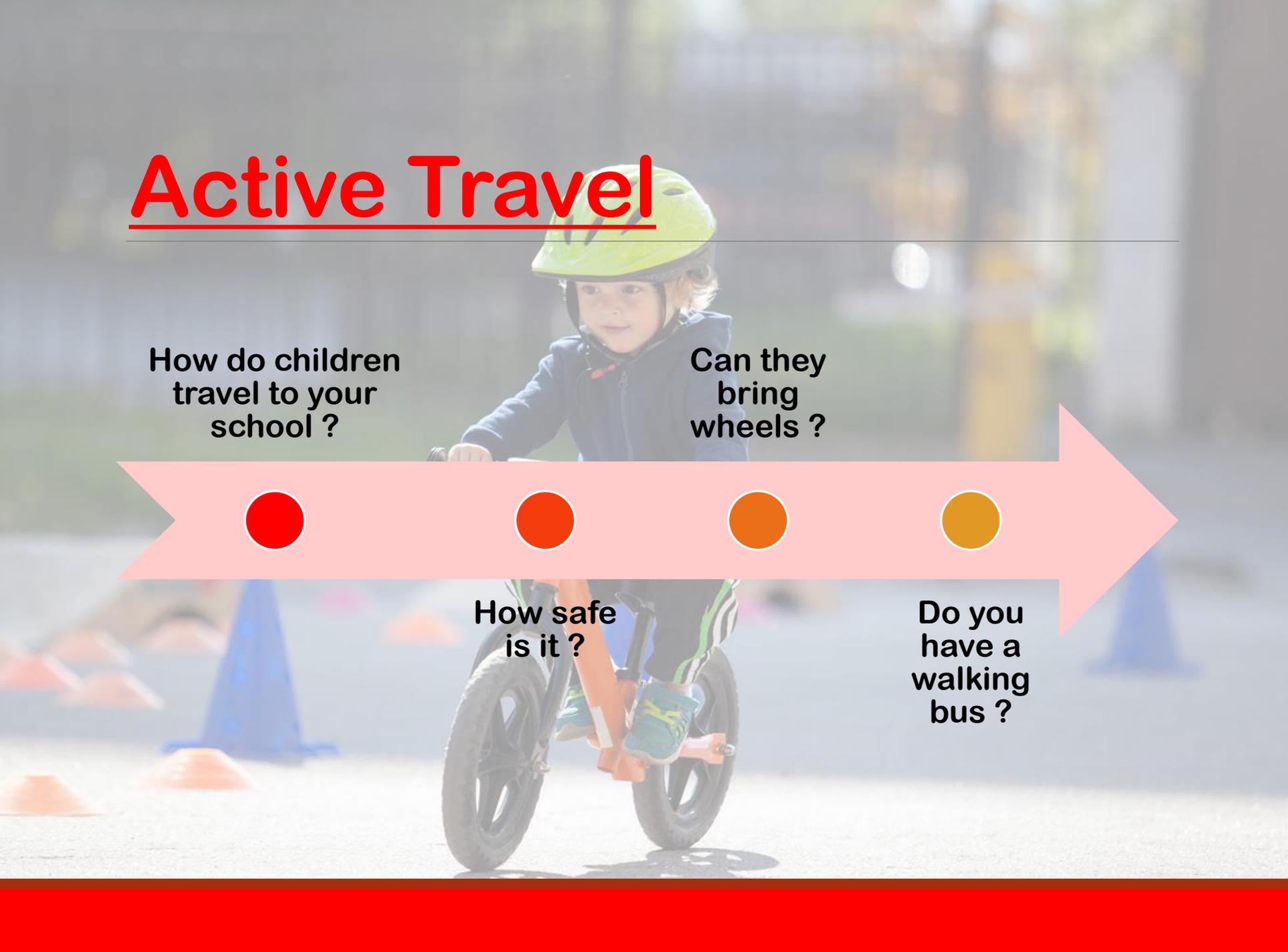


Sally Sponge

- Squished
- Squashed



Active Travel



How do children
travel to your
school ?

Can they
bring
wheels ?



How safe
is it ?

Do you
have a
walking
bus ?

The Big Pedal – Get Involved !!

The Big Pedal

Big Pedal is the UK's largest inter-school cycling, walking and scooting challenge. It inspires hundreds of thousands of pupils, staff and parents to choose human power for their journey to school.

Save the date for 2020

The Big Pedal will take place **Wednesday 22 April - Tuesday 5 May 2020.**

The challenge runs for two weeks and is open to individual classes as well as whole schools. On each day of the challenge, schools compete to see who can record the greatest number of pupils, staff and parents cycling, walking or scooting to school.

A school's best five days will determine their final position, but they can log journeys on all ten days if they wish.

Mountain Bikers ready?

imoves
Inspiring activity everyday

Active leadership

- Playground leadership
 - Upskilling your pupils to support the 30 minute daily challenge with whole school improvements , can your playground leaders contribute to whole school improvement in curriculum areas ?
 - eg Wild Tribe Maths leaders – example – Have a go Use the racoon/ do the maths challenge.
- Give it a boost
 - Include Sugar Smart activities and develop Sugar Smart Ambassadors
- Part of an Active timetable
 - Input from the children to provide choice and responsibility
- Leading activities for younger children
 - Include a daily blast, daily mile challenge, playground games

Wild tribe Maths Leadership in action - Practical

Leaders delivering activities through games in the outdoors - Wild tribe maths leaders .



Leaders using the racoon circle – active classrooms interactive sessions

Taking maths outdoors – takingmathsoutdoors@aol.com

Links with afPE business Partners which support 30 active minutes



Links with other Partners

- Arena Sugarsmart Programmes and Wild Tribe Outdoor Learning.
- Absolute Education – participation monitoring tool
- YST – Active School Planner monitoring tool
- YST Active 30:30 challenge/ YST Healthy movers
- Taking Maths Outdoors (Use of the racoon circle)
- Range of web programmes Go Noodle, Jo wicks the Body Coach, Wake Up Shake Up, SugarSmart Blast.
- Register to become a sugarsmart school.
www.sugarsmartuk.org



Absolute **Education**



Absolute Education

PHYSICAL EDUCATION

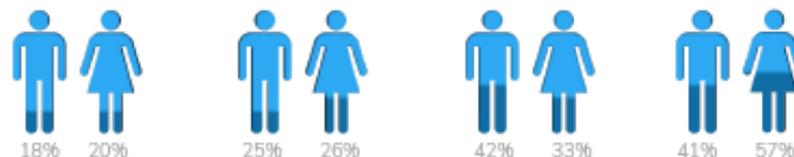
CHURCHFIELD

Autumn Data

KS2

Participation

Pupils in Key Stage Two that have been active this term by regularly attending extra curricular sports clubs and level 2 School to School competitions.



Percentage of boys and girls that have been active this term.

Groups

Pupils in Key groups that have been active this term.



Competitions Entered

Number of School to School Competitions

12

KS2 Young Leaders

Number of pupils leading activities.



Intent, Implementation and Impact – New Ofsted framework

New Ofsted framework from September 2019. Following a research project into the curriculum. – Personal Development Judgement which will look at sport and the wider curriculum. ‘The whole child’ -’

The curriculum and the provider’s wider work support learners to develop their character – including resilience, confidence and independence – and help them know how to keep physically healthy and mentally healthy’

(Ofsted May 2019)|

- What is your curriculum intent for PE/Active 30 minutes ?

- How are you going to implement this ?

- How will you know the impact, and how will you measure it ?

The Active 30 Minutes -Make your Mark !

A great way to measure the impact of the PE and Sport premium and be Ofsted Ready.

Intent – To increase the number of children active for 30 minutes per day

Implementation - To introduce a timetable of activities led by staff and pupils. This will involve;

- Training staff and leaders

- The purchase of some new equipment

- The use of a participation monitoring tool

- Setting of some personal challenges

- Talking to the children about what activities they would like in the classroom and outside.

- Apply for some accreditations

Impact – Quantitative data and Qualitative through pupil, teacher, parent consultation.

RSE – Statutory Guidance on Health Education – Sept 2020

Physical Health and Fitness

Pupils should know;

The characteristics and mental and physical benefits of an active lifestyle

The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking, cycling, active mile and other forms of regular , vigorous exercise.

Mental well being;

The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellness and happiness.

Introducing 30 active minutes will support the delivery of Health Education

Ethos, Mindset and Culture

- ❑ Start with a quick win What are you already doing to achieve the 30 active minutes ? Work towards a multi component approach
- ❑ Who can you get on board with the programme in the next half term ?
Build the workforce
- ❑ What can you do to start to improve activity in your playground ? Active environments.
- ❑ How Active are your classrooms ? Embed Physical activity across the curriculum.
- ❑ How can you involve pupils to ensure choice and variety ? Set personal challenges.
- ❑ Start an Active campaign to promote the programme across the school with pupils, staff and parents. - Active Travel.
- ❑ In order to make change you have to start to make it part of the culture of the school, **build the mindset with the pupils and staff** and ensure it becomes part of the ethos.
- ❑ What can you do differently to make the greatest impact !!

afPE – Association for PE membership



Benefits of membership

Full health and safety advice and support (including advice on safeguarding, incident support, employment law issues, and pre and post ofsted inspection)

Monthly newsletter, updates/news flashes on latest developments in the sector.

Access to members area of the website with downloads and many resources to support PE.

Access to afPE rewards benefit scheme linked to a range of work related and lifestyle opportunities

Access to relevant webinars on a wide range of topics and much more

Check out the website – www.afpe.org.uk

Costs – School below 100 pupils - £55

Schools with 100 – 200 pupils £75

Schools with 301 – 600 pupils - £85.00

References and contacts

<https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact>

afPe.org.uk – membership services

www.arena-schools.co.uk

Sport England's [Active Lives Children and Young People survey](#)

imoves.com

What works in schools and colleges to increase physical activity ? July 2019

School Sport Activity Plan July 2019

Healthy Schools Rating scheme July 2019

Michelle Roberts - RSA South West – mroberts@callingtoncc.net

07830134720



**YOUTH
SPORT
TRUST**

Believing in every child's future

Designing & delivering competitive school sport with the intention of achieving wider educational outcomes

Chris Smith

Development Manager - West England, Hereford & Worcester, Gloucestershire & Wiltshire

Adam Douglas

Development Officer - Sport



Outcomes

- **SHARE** - Gain an understanding of the provision and purpose of enrichment and the role PE/Sport plays within our schools.
- **LISTEN** - Hear about competition development work taken from global best practice.
- **PLAY** - Experience competition designed to achieve wider outcomes

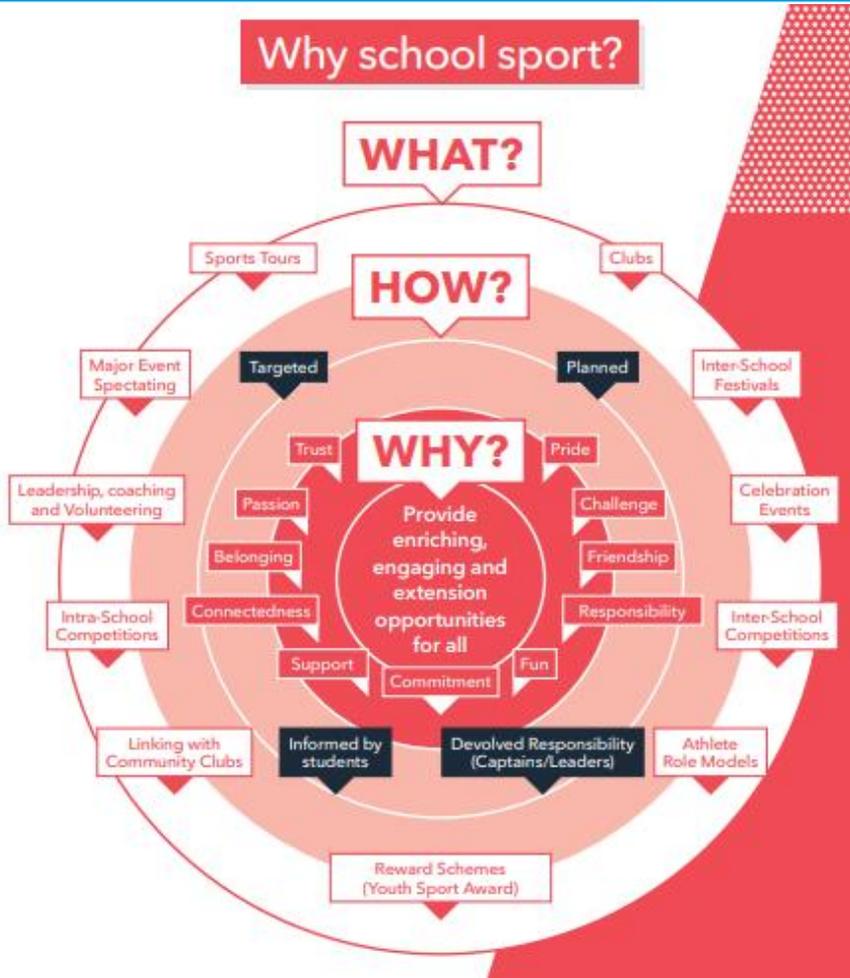
Enrichment

Activities or interventions that happen during and outside of curriculum time that seek to pursue academic or wider health and wellbeing goals through non-traditional means.

Normally these are activities that young people have choice in accessing.

Reflection

- Who are PE/Sport Enrichment opportunities accessed by?



10%

Sport Enthusiasts

Self-assured / Sociable / Image-conscious



12%

Confident Intellectuals

Driven / Educated / Focused



15%

Ambitious Self-starters

Achievers / Proactive / On the go



The Youth
Personalities and
the percentage
of the youth
population it
represents

17%

Cautious Introverts

Loyal / Careful / Self-reliant



19%

Thoughtful Improvers

Mature / Non-competitive /
Self-development



27%

Everyday Youths

Mainstream / Easy-going / Content



What do you like about
school sport competition?

Why do we do School Sport Competition?

Well done to the U14 Girls football team and the year 8 boys football team for winning their [REDACTED] [REDACTED] finals this week. The girls score was 6-1 and the boys was 5-0
#winners #football 🏆🏆🏆🏆🏆🏆

Amazing first match back!! 9-0!!!!
SMASHED IT! Well done [REDACTED]

[REDACTED] and [REDACTED] absolutely smashed their badminton doubles tournament today! They won all 8 games! Well done boys. @ [REDACTED] School

Success for the Cross Country squad at the [REDACTED] with winners medals for [REDACTED] in the seniors, [REDACTED] in the inters and [REDACTED] in the juniors

What a start to the [REDACTED] [REDACTED] tournament for these girls! They won every match only dropping 1 game on the way vs [REDACTED] School! The future is bright, the future is red and blue!

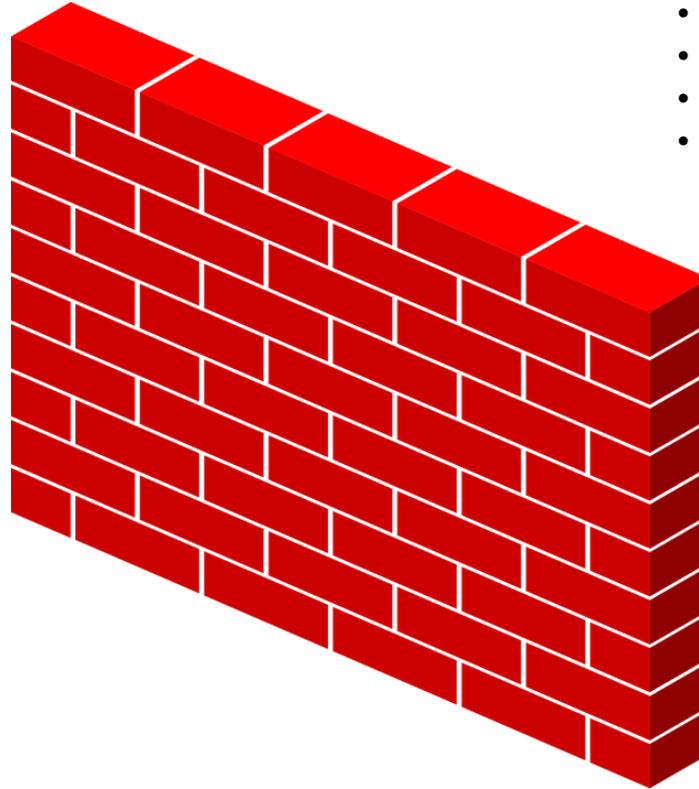
Why School Sport Competition? (Intent)

- Opportunities to learn
- Opportunity for social development
- Young people see the benefit



Planning for learning to happen (Implementation)

- Clear outcomes defined
- Young peoples motivation, competence and confidence



Barriers to learning through competition

- Motivation
- Competence
- Confidence
- Behaviours associated with competition



PRINCIPLES OF COMPETITION

- 1** The young person's motivation, competence and confidence are at the centre of the competition.
- 2** The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).
- 3** Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.
- 4** The environment is safe and creates opportunities to learn and maximise social development.
- 5** The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.

SMILES

If all the competition principles are followed, that should result in **SMILES**. Use the below as a check list:

SAFE participants feel physically and emotionally safe.

MAXIMUM PARTICIPATION participants are fully involved all of the time, i.e. not hanging around.

INCLUSIVE all participants can take part; activities are designed to suit and develop their abilities.

LEARNING participants develop personal, social, creative, thinking and/or physical skills.

ENJOYMENT activities recognise individuals' personal needs and interests.

SUCCESS participants feel they are making progress and getting satisfaction.

NB. While there isn't a specific letter for fair play, **SMILES** only happen for all participants if they feel a sense of fairness. Fairness underpins inclusion, enjoyment and success; it isn't just about 'rules'.

SCHOOL GAMES MISSION

Keeping competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

SCHOOL GAMES VISION

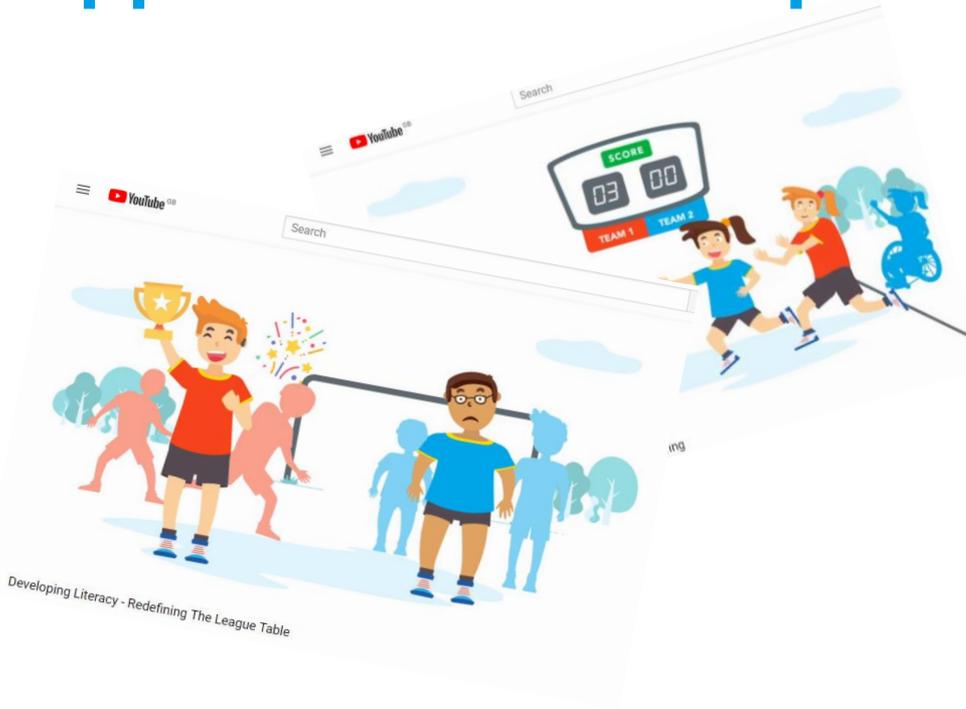
By 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people.



Themes of Different Approaches to Competition

- Theme 1: Widening the competition environment to develop character and life skills
- Theme 2: Adapting the scoring to develop different sport skills
- Theme 3: Adding fun elements to engage new audiences
- Theme 4: Widening the competition environment to develop health
- Theme 5: Adapting the format to increase motivation
- Theme 6: Considering age or maturity levels to support fair competition and foster social connections
- Theme 7: Using technology to develop physical skills
- Theme 8: Adapting the competition environment to support individual development in sport

Approaches to Competition



SCHOOL GAMES

Approaches to Competition



THEME 1

Widening the competition environment to develop character and life skills

Young people do not always see or access the wider benefits from taking part in competitive sport. This theme shows that designing a competition around the process rather than focusing on the outcome (single measure of success) can help develop the children and young people's character and life skills. While we know the development of character and life skills can be benefits from taking part in sport, focusing on the design of a competition can make sure these elements are explicitly taught.

WHY

- It is often a barrier to some young people that the focus of the competition is on one single measure of success e.g. the winning team, the fastest time, the longest throw/jump etc.
- Insight from young people suggest that they value other outcomes rather than just winning such as enjoyment, skill development, being with their friends and improving their health.
- The development of the skills prepares young people for the opportunities, responsibilities and experiences of later life.

HOW

- By introducing self-refereed games enables young people to develop skills such as conflict resolution, leadership, communication, teamwork and empathy.
- Scores for players displaying great values and fair play are celebrated alongside the results. Ensuring these scores are regarded as highly as the results.
- Players learn life skills whilst playing and by introducing concepts such as self-refereeing and spirit scoring enables the development of life skills to be an intended outcome.

WHAT

- **Self-refereeing**
 - Ultimate is a fast paced, non-contact team sport that is played with a flying disc (frisbee). The sport is refereed by the players themselves, even at World Championship level, according to a code of conduct known as 'the Spirit of the Game'. It places the responsibility of fair play on the players themselves. Players are responsible for resolving conflicts amongst themselves, and if they are unable to agree they resume play in a manner which simulates what would most likely have occurred if there had been no breach.

[Back to home](#)



Let's play!
But with a clear intention!



Action Planning

What are you going to do differently?

Who do you need support from and/or influence?

When are you going to do it?



Healthy Bodies, Healthy Minds Preparing for a 2020 Vision

Sue Wilkinson MBE

afPE CEO

February 2020

Delegate Outcomes

By the end of the session delegates will see the relationship of sector initiatives and policy and the difference well planned and delivered Physical Education can make to the whole child.

- Receive a national update and strategic overview of the PE School Sport and Physical Activity Landscape
- Recognise the relationship with the revised Ofsted Education Inspection Framework
- Be advised of the perceived implications of the impending School Sport and Activity Action Plan
- Understand the 'Modernising PE Agenda'
- Have an opportunity to ask questions



YOU CAN'T
stop
the waves,
BUT
you can
LEARN
to surf.

National Update

- Protecting the subject – Modernisation agenda
- Primary PE and Sport Premium
- Obesity Strategy
- Secondary Teacher Training Programme
- School Sport and Activity Action Plan
- Ofsted New Education Inspection Framework
- Comprehensive Spending Review
- Brexit implications



Reference to National Strategies & Priorities



March 2019

Primary PE and Sport Premium Update

- Revised reporting date 31st July 2020
- A revised reporting template
- Swimming: Changes to cohort reporting on CURRENT year 6 cohort reporting data
- Use of funding to provide CPD for teachers/deliverers of swimming
- Guidance on spending on capital builds – not to be used for capital
- Funding dates stipulated in guidance
- Tweaked Guidance

Physical Education Programme of Study

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Key Indicators:

- Engagement of all pupils (5-16) in regular physical activity - kick-starting healthy active lifestyles (CMO 60mins: 30/30)
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

New Reporting Template for the Primary PE and Sport Premium



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Created by



www.afpe.org.uk @afPE_PE

© Association for Physical Education

Ofsted - Headline Messages

With effect from September 2019 there is a new Education inspection framework

- Do not do anything just 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

New Ofsted Education Inspection Framework

- This is an OPPORTUNITY rather than a threat
- Do not let the tail wag the dog



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

How might you review your PE, SS and PA?

Quality of Physical Education

Intent

- All curriculum design, coverage and appropriateness

Implementation

- All curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress of all pupils
- Wider impact

Behaviour and Attitudes

- Attitudes to learning
- Behaviour
- Attendance
- Participation

Personal Development

- SMSC
- Fundamental British Values
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & Management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Governance / oversight
- Safeguarding

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 Three Strategic 'i's

- Senior Leaders – **Intent**
- Subject Leads/Teachers – **Implementation**
- Pupils – **Implementation and Impact**
- Governors – **Intent and Impact**



Questions to ask yourself and actions to take

Questions:

- 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?

Actions:

- Map the whole curriculum experience
- Deploy staff effectively
- Raise the profile of PESSPA and work to ensure everybody understands the curriculum
- Invest in subject professional learning



Designing Your Curriculum

The focus on the curriculum in the Education Inspection Framework (2019) has presented us with an excellent opportunity to reflect on and review our practice. Perhaps the most significant piece of thinking is around how we plan and implement what we do so that students 'learn the curriculum'.

This resource can be used to help your thinking around the quality of your curriculum. It is not a curriculum planning tool but a series of questions which can be used to help inform the debate within your own planning teams as you design or re-design your own curriculum.

It is very important that you are honest with these answers as nobody will be policing it! You will be asking yourself these questions out of a genuine desire to continuously improve.

Once you have used this to start the debate you should be able to create your own plan of action to help to continually develop your way of working.

If you need support with curriculum development, contact afPE at enquiries@afpe.org.uk.

© Association for Physical Education

www.afpe.org.uk



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?

© Association for Physical Education

www.afpe.org.uk

Making the Difference: PE at the Heart of School Life



What are the issues?

- Status of the subject
- Secondary schools- Reduced curriculum time, intervention classes, Progress 8, time for curriculum review and planning and professional learning for staff
- Primary schools - SATs pressures, curriculum pressures, staff professional learning
- What are we going to do about it?

Why Children and Young People Need Regular PESSPA

- **Fact 1:** Achievement – Pupils improve in all subjects.
- **Fact 2:** Personal Development – Pupils are more confident and positive.
- **Fact 3:** Social Skills – Pupils have more developed social skills.
- **Fact 4:** Health & Emotional Well-Being – Pupils have a better outlook on life
- **Fact 5:** Leadership – Pupils will be able to make informed decisions

Implications of the School Sport and Activity Action Plan

- A sector pledge - Strength of a unified message
- Connectivity across policies
- Advocacy to secure impact
- Up-skilling of the workforce
- Being prepared to take risks
- Breadth of balance of the offer
- Measurement to inform future policies
- Summary of actions

afPE's Priorities

- Supporting the workforce to be the best that they can
- School Sport and Activity Action Plan KPIs
- Primary PE and Sport Premium/Secondary TT
- Working with Key Partners
- Health and Safety of all young people
- Emotional and physical support for staff
- Members support and resources – tell/us me else you what you want?



**It doesn't matter how many
resources you have...**

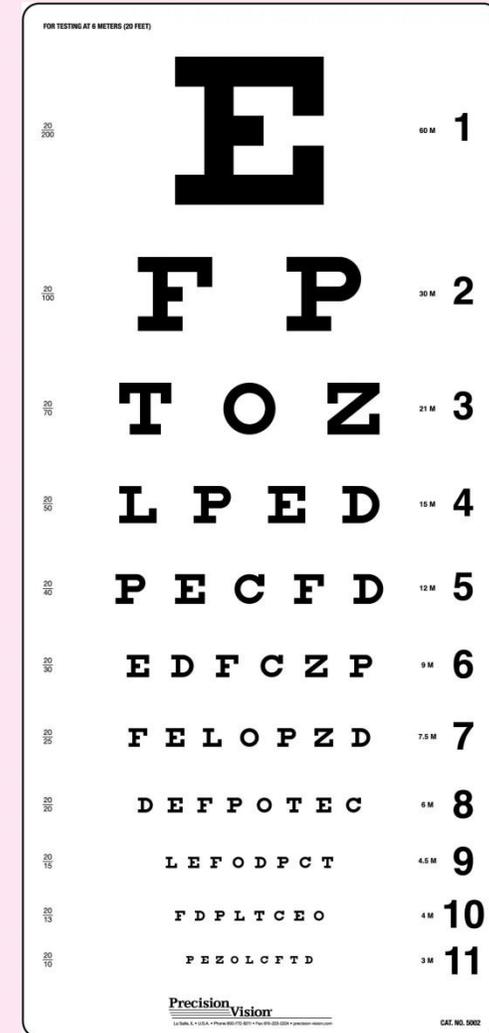


**If you don't know how to use
them, it will never be enough.**

“Where do we see ourselves in a year?”



“We don’t know, we don’t have 2020 vision.”



Your role and challenge

“Please do different things, not the same things differently in order to make a difference”

and

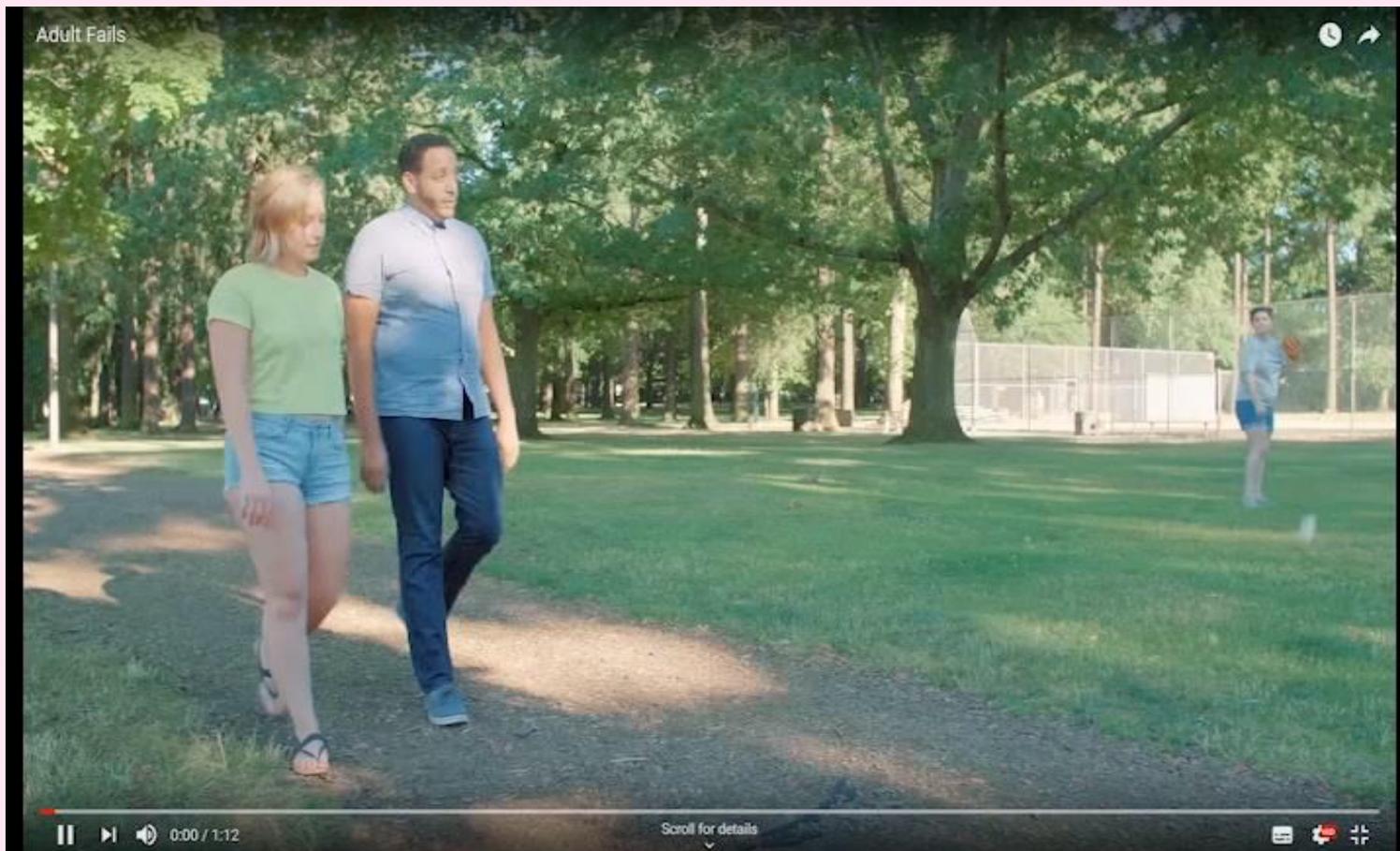
“You can't promote what you can't see, so please put PE at the heart of school life”

Sue Wilkinson MBE, January 2018



'Window of Opportunity'







“There can be no keener revelation of a society's soul than the way in which it treats its children.

Nelson Mandela



Effective reporting of your Primary PE and Sport Premium spend

Sue Wilkinson

CEO afPE

February 2020

Workshop Outcomes

By the end of workshop delegates will

- Receive a national update and strategic overview of the Primary PE and Sport Premium
- Recognise the relationship to the revised Ofsted Inspection Framework
- Be advised on the perceived implications of the impending School Sport Action Plan
- Have an opportunity to ask questions

Primary PE and Sport Premium Update

- Revised reporting date 31st July 2019 – for this year report on April 18 to March 19 and add on the summer term
- A revised reporting template
- Swimming: Changes to cohort reporting on CURRENT year 6 cohort reporting data
- Use of funding to provide CPD for teachers/deliverers of swimming
- Guidance on spending on capital builds – not to be used for capital
- Funding dates stipulated in guidance

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

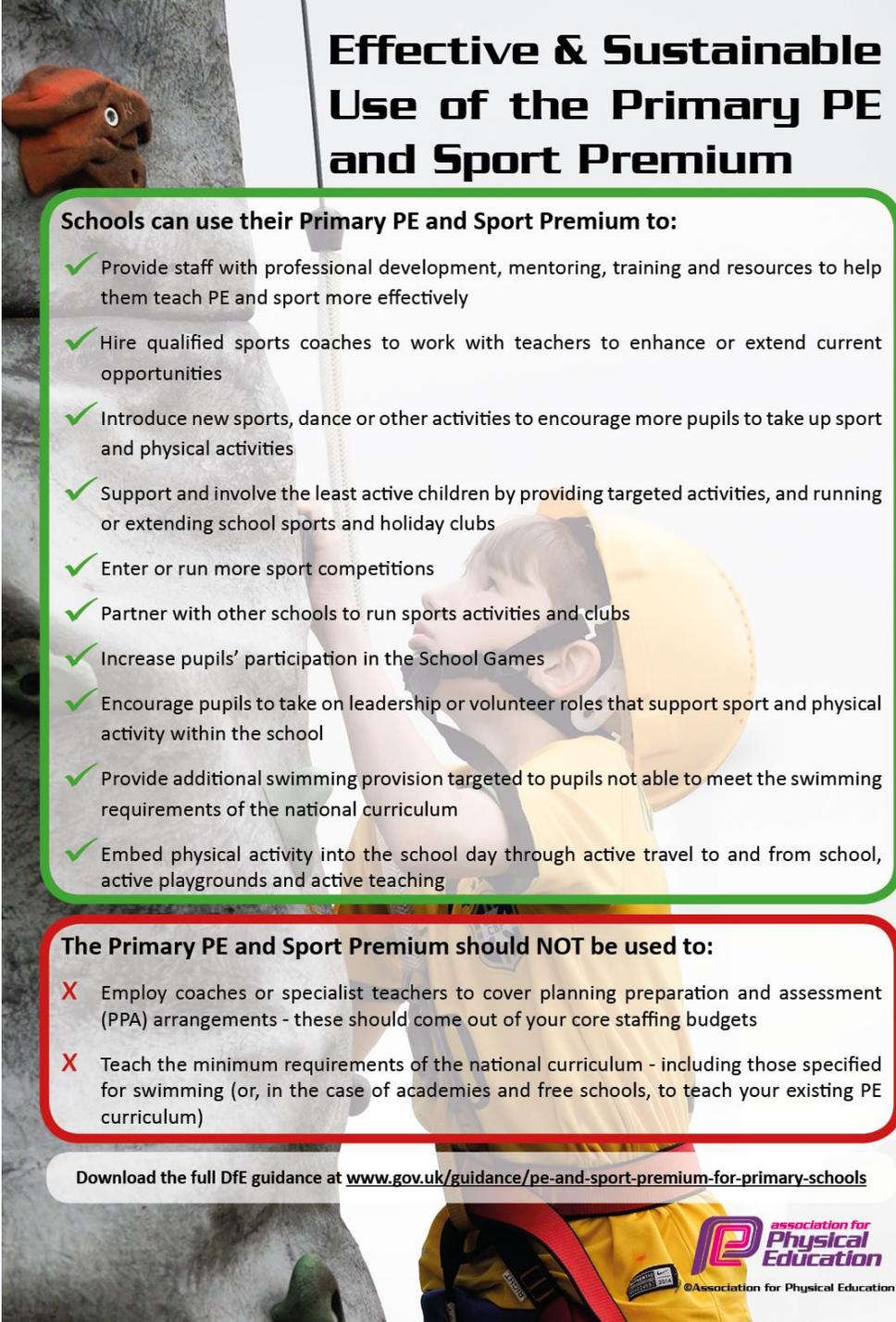
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement

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





Effective & Sustainable Use of the Primary PE and Sport Premium

Schools can use their Primary PE and Sport Premium to:

- ✓ Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- ✓ Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- ✓ Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- ✓ Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- ✓ Enter or run more sport competitions
- ✓ Partner with other schools to run sports activities and clubs
- ✓ Increase pupils' participation in the School Games
- ✓ Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- ✓ Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- ✓ Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

The Primary PE and Sport Premium should NOT be used to:

- X Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- X Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

How to use the Primary PE and Sport Premium

- Schools **must** use the funding to make additional and sustainable improvements to the quality of PE and sport they offer
- This means that they should use the premium to: develop or add to the PE and sport activities that the school already offers
- The PE NC curriculum and the Primary PE and Sport funding should compliment each other.
- Build capacity and capability within the school to ensure improvements made now will benefit pupils joining the school in future years



Task One

- Discuss with the people on your table why you think it is important to put all the details of your plans and their costs on the website
- What other information should you include?
- Discuss the difference between 'have to' and 'want to'

Physical Education Programme of Study

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key Indicators:

Key Indicators:

- Engagement of all pupils (5-16) in regular physical activity - kick-starting healthy active lifestyles (CMO 60mins: 30/30)
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

New Reporting Template for the Primary PE and Sport Premium



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



www.afpe.org.uk @afPE_PE

© Association for Physical Education

Task Two

- What is the impact on your pupils as a result of the Primary PE and Sport Premium funding?
- Cross check with afPE's Outcomes poster
- How will you ensure future sustainability?

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”

How might you review your PE, SS and PA?

Quality of Physical Education

Intent

- All curriculum design, coverage and appropriateness

Implementation

- All curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress of all pupils
- Wider impact

Behaviour and Attitudes

- Attitudes to learning
- Behaviour
- Attendance
- Participation

Personal Development

- SMSC
- Fundamental British Values
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & Management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Governance / oversight
- Safeguarding

Towards the Education Inspection Framework 2019

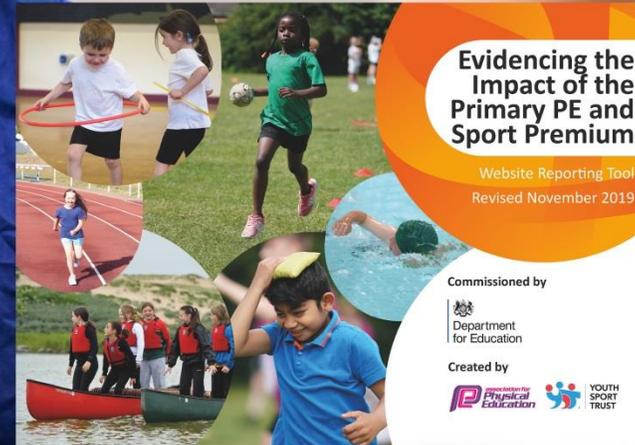
The three strategic 'i's

- Senior Leaders – **Intent**
- Subject Leads/Teachers – **Implementation**
- Pupils – **Implementation and Impact**
- Governors – **Intent and Impact**





Primary PE and Sport Premium Website Reporting Template Exemplification Support Document



Academic Year:
September 2018 - August 2019

Total Fund allocated:
£18010

Key Indicator 3. Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Percentage of total allocation:
63% = £11361

Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement	Sustainability and suggested next steps
Subject Leader undertook afPE Level 5 and 6 accredited courses (February - May) in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.	Enrolled in the locally delivered afPE courses (Level 5 undertaken together with HLTA) and cover provided as required. Liaised with SLT to ensure staff meeting time was allocated in order to disseminate to staff. Provided cover so SL could team teach/observe all members of staff at least once.	£5500 to supply cover cost of course/travel. Cover to monitor staff delivery by SL.	<ul style="list-style-type: none"> As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good or better progress, building on prior achievement. 99% achieved the national expectation at the end of each Key Stage with more than 50% achieving beyond. Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased participation in wider activities (30% increase in club attendance, with 91% of all pupils attending one or more clubs). Development of co-operation/working in groups/desire to learn impacted right across the whole curriculum and standards improved significantly (See SATs results - 10% increase in attainment). There are fewer non-participants - exception rather than rule (Now down to 1.5%). 	The subject leader will be allocated on-going staff meeting time once per month; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.

Academic Year:
September 2019- August 2020

Total Fund allocated:
£18010

Key Indicator 3. Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Percentage of total allocation:
12.50%

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps
<p>Introduce breakfast club to encourage more pupils to attend school earlier and get involved in activities.</p> <p>Develop scoot to school in order to get more pupils travelling to school under their steam rather than being dropped off in a car.</p> <p>Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.</p>	<p>Additional member of catering staff to order food, prepare and supervise.</p>	£785	<p>55 pupils attending breakfast club which includes 'Wake up and Shake' session - 97% attendance (previously 94%).</p>	<p>Aim to increase numbers at breakfast club - possibly minimal charge for breakfast to cover food costs.</p> <p>TA to work with another member of staff in order to up- skill so no requirement for external coach - employing the coach as an additional TA is being explored.</p> <p>Continue to work closely with parents to increase the number of pupils who own scooters - 25 pupils asked for them for Christmas.</p> <p>Explore upgrading track from capital budget Daily mile firmly embedded in school day.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target Attitudes to learning improved - better concentration in lessons. SAT results improved - see data.</p>
	<p>Identify a staff member to undertake activities (possibly a TA or external coach initially).</p>	£200	<p>TA and coach working together with nearly all the pupils above involved.</p>	
	<p>Introduce activities in which all pupils can be involved (e.g. wake up and shake)</p>		<p>More pupils getting involved in scooting with over 100 now.</p>	
	<p>Purchase 20 scooters to introduce scooting in school.</p>	40 x £30 = £1200	<p>ALL pupils involved in 15 minutes of additional activity every day.</p>	
	<p>Identify course for daily mile.</p>			

Task Three

Using the exemplification template discuss with the people on your table about your:

Intentions – how did you decide these?

Implementation – this should include your action plan including costing

Impact – what difference have the above made to your pupils and how do you know?

afPE's Advice

Remember:

- Impact is about the pupils not the teachers
- Include benchmark data
- Use a combination of qualitative and quantitative measurement data
- Include activities that have cost nothing or have been funded by alternative methods
- Be clear and concise about sustainability strategies
- Demonstrate connectivity
- Put in the 'value added'



10 Things that require Zero Talent:

- Being on Time
- Work Ethic
- Effort
- Body Language
- Energy
- Attitude
- Passion
- Being Coachable
- Doing Extra
- Being Prepared



School Swimming and Water Safety



School Swimming and Water Safety

**Susan Barlow Programme Manager
School Swimming
Swim England**

**Ruth Edwards & Lauren Padgett
Learn to Swim Manager
Swim England**

Purpose of the session

- To refresh your understanding of the National Curriculum requirements.
- Discussions around improving delivery and quality of school swimming lessons
- To introduce the School Swimming and Water Safety Charter
- To explain what resources and campaigns are available for you to enhance your school swimming lessons from Swim England.



While 77% of all children can swim the minimum 25 metres unaided by the time they leave primary school, that figure drops to 42% for children from the least affluent families and is at 86% for the most affluent*.

*Findings from Sport England Active Lives survey
December 2018.

National Curriculum requirements for Swimming and Water Safety

What does the curriculum say?

All schools must provide swimming instruction either in Key Stage 1 or 2.
Pupils should be taught to:

1 Perform safe self-rescue in different water based situations.

A blue illustration of a person in the water, with a blue triangle containing a white exclamation mark to the right, indicating a warning or emergency situation.

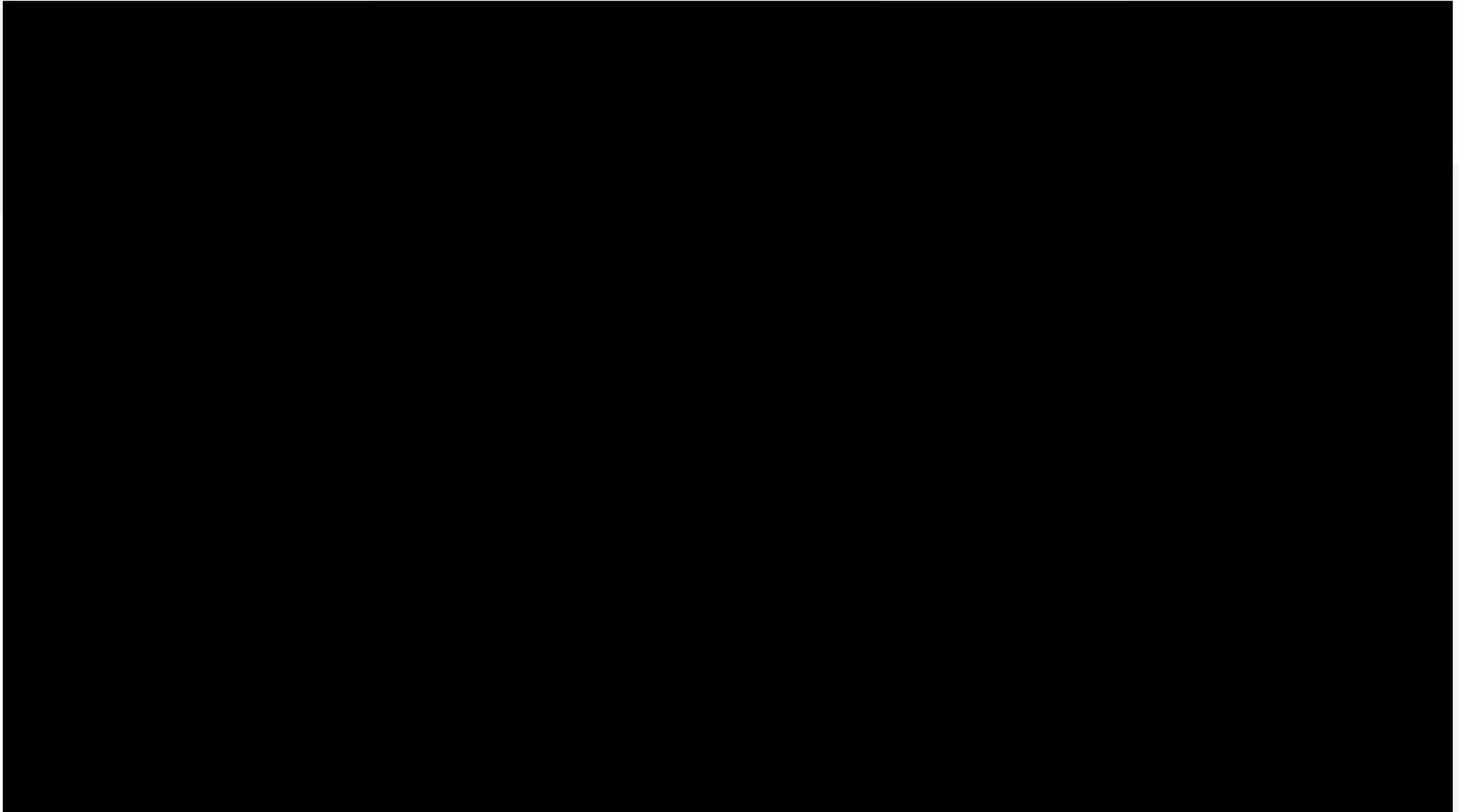
2 Swim competently, confidently and proficiently over a distance of at least 25 metres.

A red illustration of a large number '2' followed by three stars. The largest star is red and contains the text '25 Metres' in red. Two smaller, hollow red stars are positioned to the left and below the large star.

3 Use a range of strokes effectively

A dark blue illustration showing two swimmers. The swimmer on the left is in a freestyle stroke, and the swimmer on the right is in a backstroke.

Perform safe self-rescue in different water-based situations.



Perform safe self-rescue in different water-based situations.

- Knowledge and understanding of water safety key messages.
- Know how and when to use appropriate survival and self-rescue skills.
- Knowledge and understanding of local and national water hazards.
- Knowing what to do if others get into trouble.



Perform safe self-rescue in different water-based situations

Key water safety and safe self rescue messages

Always swim in a safe place

Always swim with an adult

If you fall in, float, breathe, relax

Call 999 or 112 and stay out of the water



Use a range of strokes effectively



Use a range of strokes effectively

- Pupils make choices about the strokes they use to achieve different outcomes.
- Experience both alternating and simultaneous strokes.
- Adapt the strokes for a range of purposes and intended outcomes.
- Strokes **do not have to be perfect**, they have to be effective for the intended outcome.



Swim competently, confidently and proficiently over a distance of at least 25 metres.



Swim competently, confidently and proficiently over a distance of at least 25 metres.

- Continuous swim for 25 metres or more.
- Strokes are as strong at the end of the swim as at the start.
- Part of the swim should be completed in deep water.
- Strokes recognisable to an informed onlooker.



PE and School Sport Premium

What to report

Schools are required to publish the percentage of pupils within the year 6 cohort in the 2018/2019 academic year who met the national curriculum requirement to:

1. Swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations.

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at the school.

What influences a great school swimming programme?

What are your challenges with school swimming?

Activity

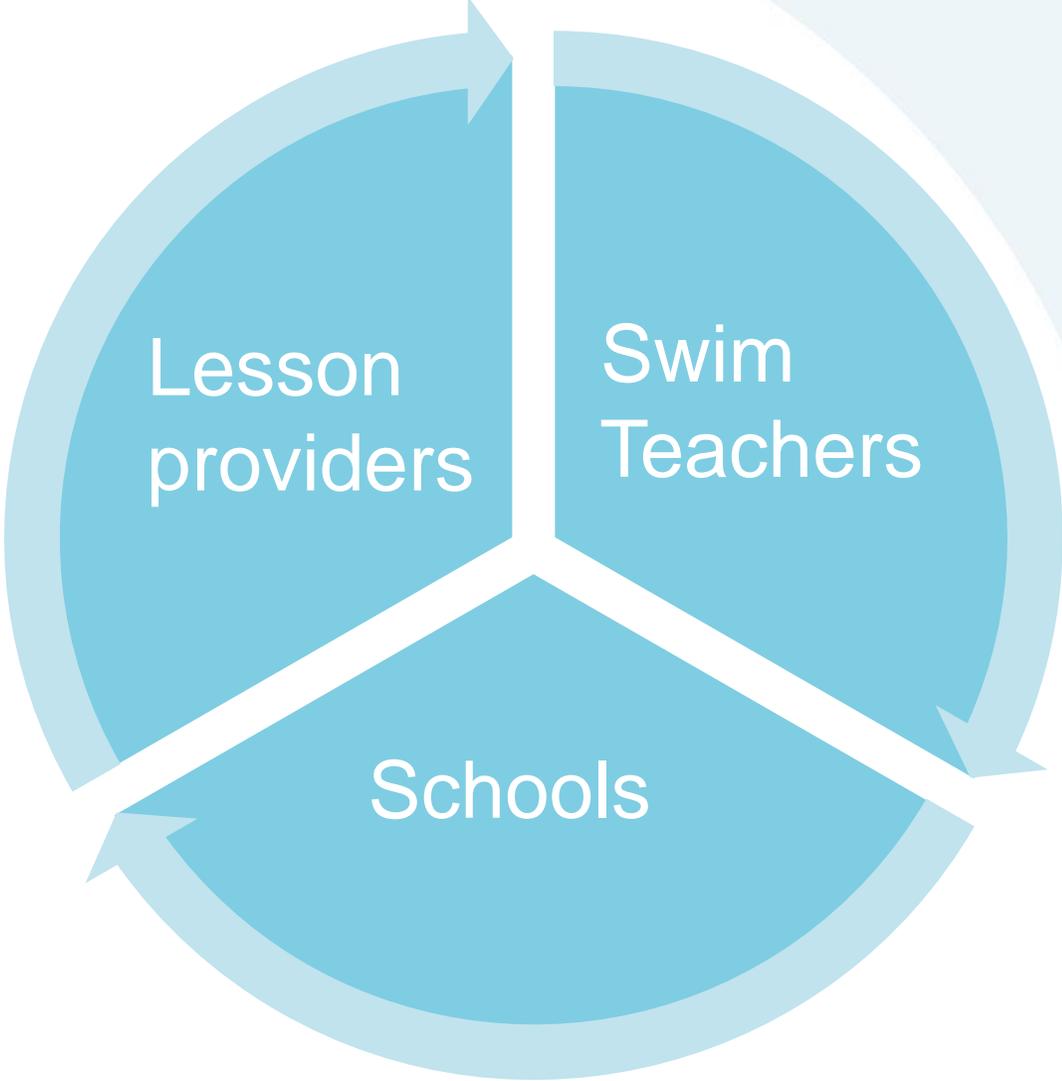
Discussions around your current programme and any challenges.



Challenges

- Assessment of lessons
- Transport
- Training
- Delivery options
- Communication
- Water space
- Cost
- Time out of school
- Parental support

What influences a great school swimming scheme?



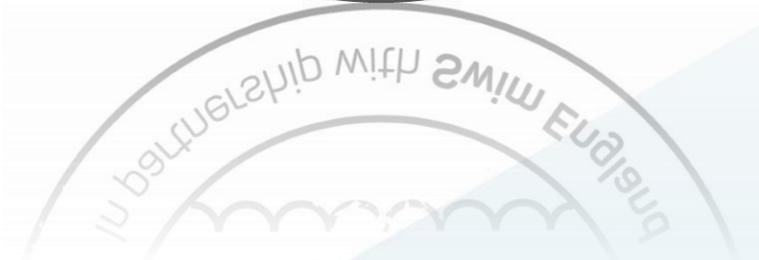
What influences a great school swimming scheme?



Communication

School Swimming and Water Safety Charter

- A **partnership** between primary schools, lesson providers and Swim England.
- A structured teaching programme that **meets government criteria** for swimming and water safety.
- A **pathway of progressive Awards** for pupils to follow and mark their achievements.
- Recommended for **any school delivering curriculum swimming** and water safety lessons.



Awards 1-6

- Six core Awards.
- Pupils develop crucial skills in basic water safety, self-rescue and effective stroke technique.
- By Award 6, pupils can swim competently, confidently and proficiently for at least 25 metres.



Self Rescue Award

- Can be achieved at any stage during the School Swimming and Water Safety programme.
- Teaches safe self-rescue in different water-based situations.

Aquatic Skills Award

- Pupils with this Award have proved they can exceed minimum requirements for swimming and water safety.



Star Achiever (pin badge)

- For pupils who have successfully completed all eight Awards of the School Swimming and Water Safety programme.
- Awarded when pupils complete their sticker progress card (passport).
- Recognises children for reaching a high standard of swimming at school.



Access to the School Swimming Hub



Lesson

School Swim

Time required: 30

Equipment required

- Noodles
- Floats

Health and Safety

(Tick when satisfied)

Poolside clean and

Lifeguards present (N/A if not required)

Emergency equipment in place

Session aim

Aquatic skills in focus:

- Travel and
- Water safety

Water depth required

(Please circle)

Shallow

Swim water nation

Delivering t



We're looking for Awards 1, 2, 3

Your child will be after School Swimming and

We take school swim take part. Together we experience which will of how to keep them

There are eight levels different levels, so be to achieve individual A

Your child will have the begin with:

Award 1

Pupils can complete without flotation eq

- Enter the water s
- Move forwards, b sideways for a dit feet may be on or
- Scoop the water i comfortable with i overhead.
- Blow bubbles a r rhythmically, with submerged.
- Take part in a m
- Give examples of
- Recognise and id beach flags.
- Exit the water saf

Word Search 2 Water Safety

W	D	R	O	V
Y	O	W	M	A
R	W	K	L	F
F	T	I	F	V
L	Y	P	L	C
O	D	H	A	M
A	W	H	G	F
T	I	O	S	E
D	K	E	S	E
Y	D	A	N	C
S	D	W	E	J
Q	S	W	I	M
P	U	R	D	C
L	B	U	D	C
A	E	S	F	N

Find the following:

Drowning
Lifeguard
CPR
Danger

TRUE or FALSE?

- You should always run
- Swimming is the only s
- The scissor kick is a te
- Swimming works all of
- The width of a standar
- Red flags at the beach
- Front crawl is done on
- Children under the age
- You should never pus
- If I see someone in tro




S SW 'AND'

This

Exam

SCHOOL SWIMMING 'AND WATER SAFETY'

Well done!

This certificate is awarded to

Examiner _____ Date _____

★
★
★
★
★
★

★
6



School Swimming and Water Safety Charter

For schools who sign up to the School Swimming and Water Safety Charter.

Includes a range of print and digital resources:

- Award certificates, pin badges, encouragement stickers and progress cards (passports) for learners.
- Syllabus guidance cards, lesson plan tips and templates for teachers.
- Access to the online portal where resources can be stored, downloaded and updated.
- Email updates from Swim England each term.
- £30 + VAT



For more information please follow this link: www.swimming.org/schools/school-swimming-water-safety-charter/

Campaigns

Big School Swim



Monday 11th to Friday 15th November

Big School Swim

- Signing up is free to everyone:
 - Schools
 - Leisure Operators
 - Swimming teachers
- Free resources
 - Lesson plans
 - Activity cards
 - Games



www.swimming.org/schools/big-school-swim/

Aquasplash

- A water-based festival that you can run at any time during your school swimming programme.
- Includes eight team-based activities, which link with the School Games.
- Encourages pupils of all abilities to get involved and enjoy the water, as well as engage in healthy competition.
- A great celebration event for skills learnt during school swimming lessons
- Download our free festival pack.



www.swimming.org/schools/aquasplash

Drowning Prevention Week

The aim...

- Working in partnership with the RLSS
- To increase the number of children receiving water safety education
- To reduce the number of drowning incidences
- To promote local and national drowning prevention projects and initiatives

This takes place in June each year

www.rlss.org.uk/drowning-prevention-week





- Free outdoor swimming and water safety programme for children aged 7-14
- Working in partnership with the RNLI
- Run by beach lifeguards and local volunteers
- 37 events across the country in 2019

www.swimsafe.org.uk/



Purpose of the session

- To refresh your understanding of the National Curriculum requirements.
- To introduce the School Swimming and Water Safety Charter, the resources available within it.
- To explain what resources and campaigns are available for you to enhance your school swimming lessons from Swim England.
- To explain what training opportunities are available for you from the Institute of Swimming

Useful links

General Information; <https://www.swimming.org/schools/>

School Swimming Charter; <https://www.swimming.org/schools/school-swimming-water-safety-charter/>

Training opportunities; www.swimming.org/ios/school-swimming/

Swim safe; www.swimsafe.org.uk/

Drowning Preventing Week; www.rlss.org.uk/drowning-prevention-week

Aqua Splash Information; www.swimming.org/schools/aquasplash

Big School Swim; www.swimming.org/schools/big-school-swim/

Swimming and the national curriculum; www.swimming.org/schools/swimming-national-curriculum

Contact

Schoolswimming@swimming.org

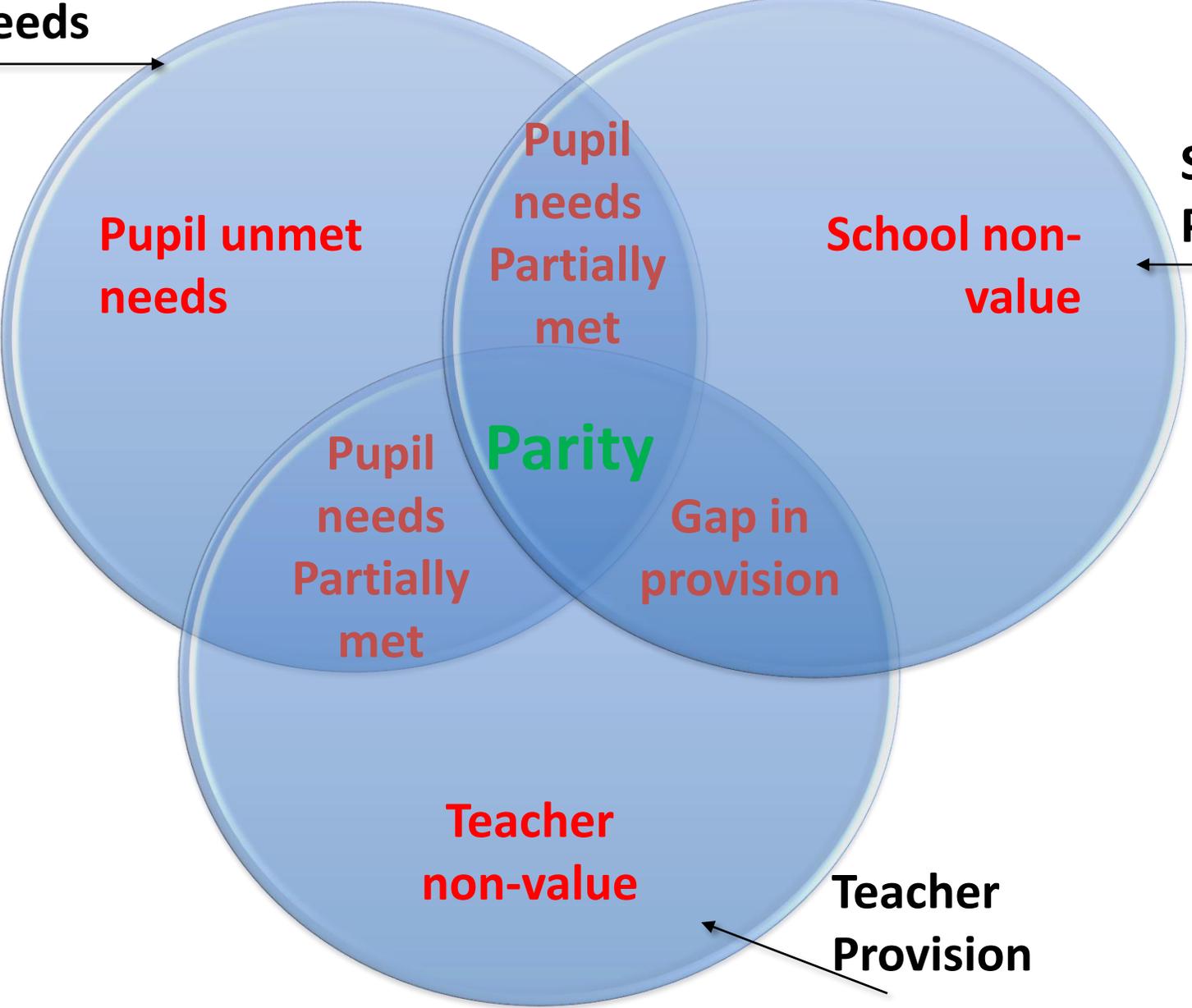


The Importance of Physical Activity on Whole School Improvement



Reflect on today

Pupil Needs



School Provision



Teacher Provision



What will this workshop cover?

- Understand the **impact** physical activity can have on whole school improvement
- Explore ways to **maximise** physical activity opportunities
- Identify the **key features** of a high quality Physical Education lesson and how this can impact on physical activity leading to whole school improvement
- Share ideas and **good practice**

The Importance of Physical Activity

- Physical Activity should be part of every child's life.
- Entitlement
The Government Childhood Obesity Plan indicates that children need 7 hours of PA per week (equivalent to 60 minutes a day on average).
- National Curriculum Aim
Pupils choose to seek a healthy active lifestyle.
- New Ofsted Framework
We have to focus on the personal development of the whole child, so can we use this to engage every child in seeking a healthy active lifestyle?

Whole school aim is to demonstrate the Personal Development of all pupils:

We believe we can challenge all of this through PE, PA and SS

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

1. The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
2. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
3. At each stage of education, the provider prepares learners for future success in their next steps
4. The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Evidencing Impact

- Schools are required to evidence the impact of their PE & SSP spend.
- Key indicator 2 on the template focuses on whole school improvement.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement: Increase the profile of PE and School Sport across the whole school				Percentage of total allocation: ??%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Introduce PE and School sport to Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. • Introduce Maths of the day to raise attainment in Maths and increase physical activity levels in all pupils • Breakfast clubs to improve attendance 	<ul style="list-style-type: none"> • Create a reporting book for teachers to fill in and PE leader to then monitor PE based achievements throughout the week/term • Achievements in PE and School sport to be celebrated in assembly (match results + notable achievements in lessons from the book.) Different classes to showcase PE learning (EG Dance/Gymnastics performance). • Purchase Maths of the day program and to imbed the program once a week in Maths lessons, so that all pupils are learning in an active environment, increasing physical activity levels of all pupils. • Increase the number of before school active clubs to encourage pupils who are often absent or late to get into school on time. 	<p>£10 for hardback notebook</p> <p>£595 + Vat</p>	<p>In 2017/18 ??% of pupils took part in a PE and School Sport based assembly. By July 2019, this will increase to 100% of all pupils.</p> <p>In 2017/18, ???% of pupils failed to meet the recommended guidelines for physical activity each week (60 minutes a day). These pupils will increase their physical activity levels by a minimum of 30 minutes per week by utilizing Maths of the Day. This increase will further support our aim for 100% of pupils being active for 60 minutes a day.</p> <p>Attainment in Maths is predicted to increase from...to??</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • 100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem – see pupil voice • Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target (ARE) • See notes in Indicator 1 about attendance and attitudes to learning with better performance in SATs. 	<p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p>

*Physical Activity can drive
the personal development
of all pupils*

Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

1. The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
2. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
3. At each stage of education, the provider prepares learners for future success in their next steps
4. The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Physically fit
children will
attain higher,
behave better and
live longer!

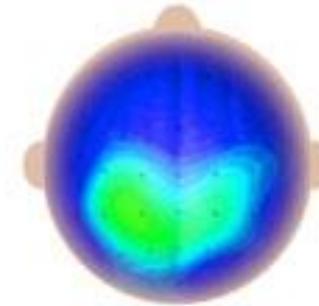
When is the most effective time to enable pupils to be active?

- Before school is an amazing time for your young people to be physically active.
- In many schools pupils enter the classroom and sit and read before the first lesson.
- Research has proved that by starting the day with physical activity, it not only wakes the body up but activates the brain
- Imagine starting the school day by activating all the brain cells and even growing new ones!

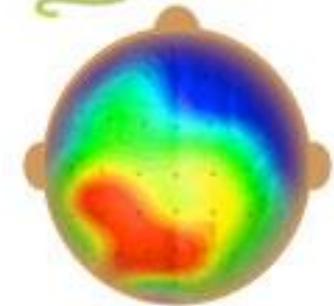
active kids learn better

BRAIN SCANS OF STUDENTS TAKING A TEST:


Red areas are very active; blue areas are least active.



after 20 minutes of sitting quietly



after 20 minutes of walking

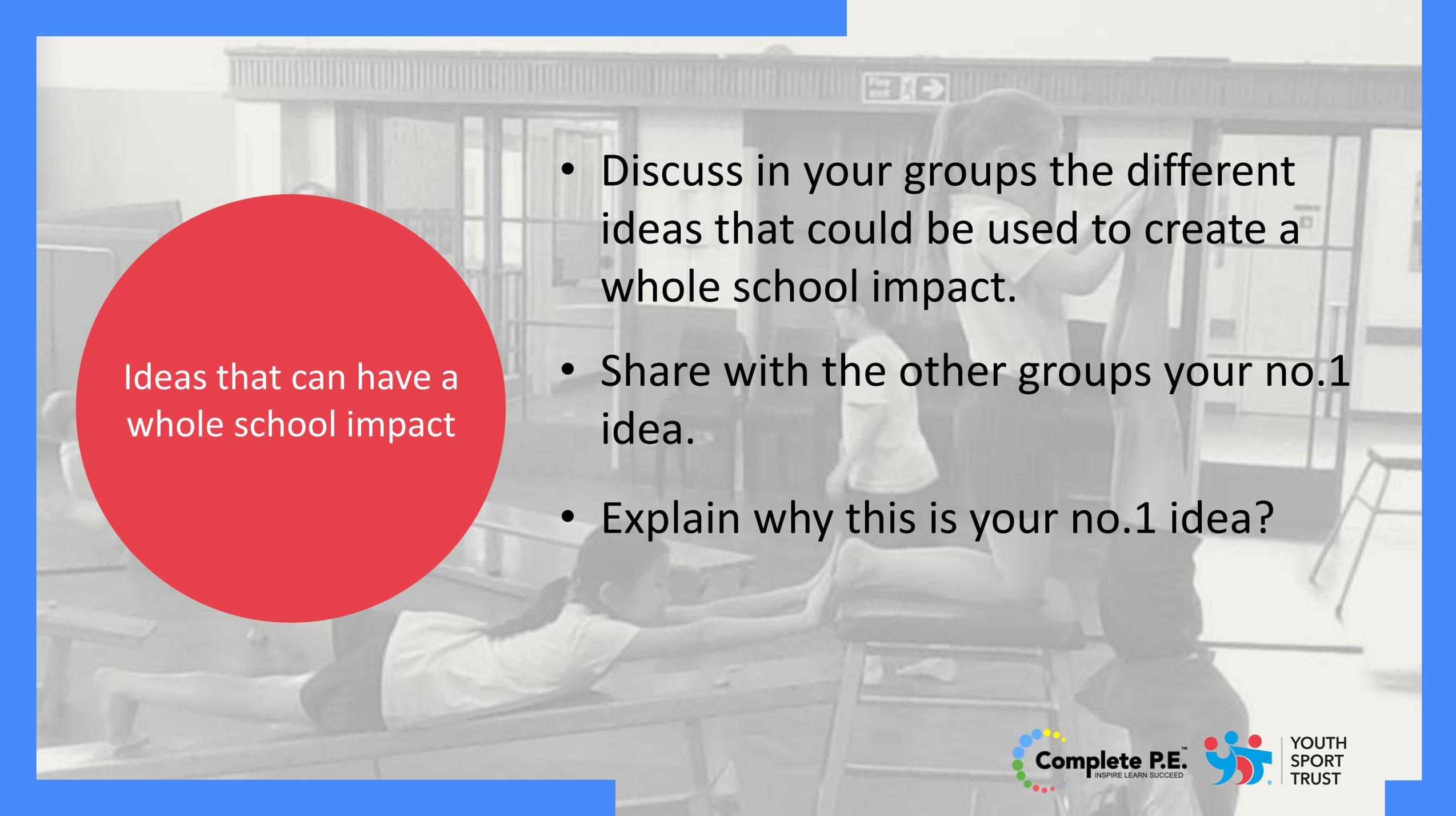
Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

The remarkable difference Physical Activity makes

- Research from Dr John Ratey, Harvard University Medical school, in February 2018 has proved that exercise not only improves concentration but **grows brain cells!**
- In 100% of the schools tested, 100% of the pupils who took part grew brain cells after exercise and therefore 100% of them **out performed** their 'unfit' peers in Maths and English.
- When so many schools stop PE and PA for years 6 and 2 in SATs time, we have to ask ourselves – Are we crazy?! They need more PA and PE than ever before!
- Children who are physically able do better in all areas in school, than pupils who do not engage in a physically active lifestyle.

A group of children in red shirts and black shorts are performing a piggyback exercise on a grassy field. They are in a line, with each child carrying another on their back. The child in the foreground is leaning forward, and the child on their back is also leaning forward. The background shows a grassy field with trees and a fence.

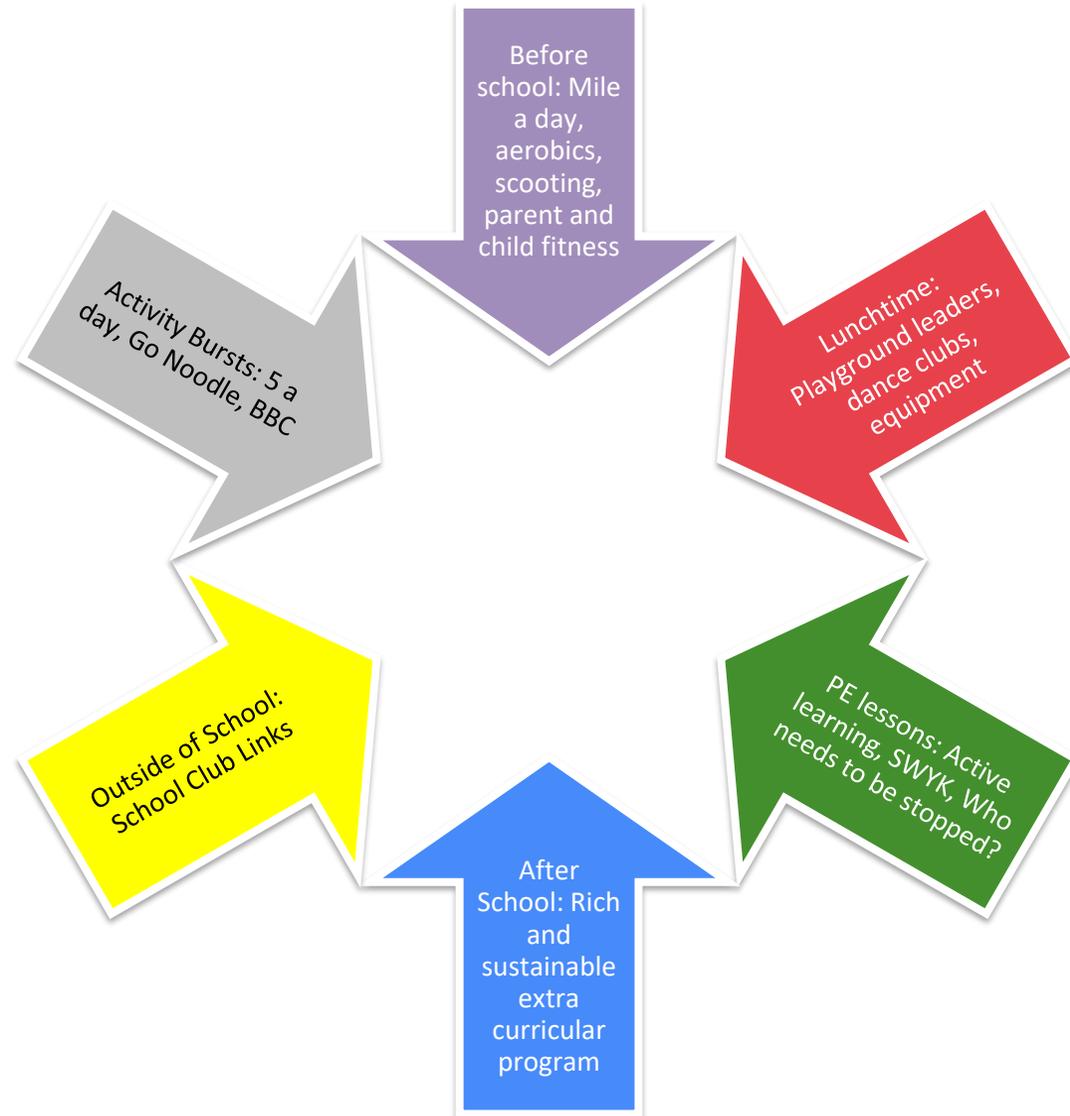
Get your pupils
more active to
make a direct impact
on their attainment in
all areas!



Ideas that can have a whole school impact

- Discuss in your groups the different ideas that could be used to create a whole school impact.
- Share with the other groups your no.1 idea.
- Explain why this is your no.1 idea?

Maximise physical activity opportunities



Before School Activities
Daily Mile, aerobics,
scouting, parent and child
fitness

Daily Mile,
awards and
competitions.

Scouting
Case study
example.

Parent Fitness
Morning sessions
case study

Parent & Child
Fitness
Case study

Activity Bursts
5 a day
Go Noodle
BBC

Slot these bursts
into the day
whenever and
wherever you
can

Level 1
competition

Links to PM
concentration
and attainment
Case study

Lunchtime
Playground leaders
dance clubs
equipment

Playground
Leaders
Programmes

Activity
Opportunities

Engage
lunchtime staff in
tracking PA levels

Music and dance
ideas
Case study

Maximising PA
opportunities
throughout the day



Fitter, healthier,
engaged, motivated
pupils that attain higher.

This also sends the message to all stakeholders, that your school believes PA is important!

The facts so far linked to
whole school
improvement

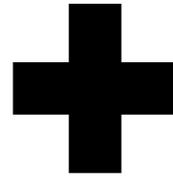
- Active pupils =
Improved behaviour for learning
- More opportunities throughout the
day to be active (before School) =
Improved attendance
- Fitter pupils =
Increases academic attainment

Additional ideas
that have made a
whole school impact

- High Quality Physical Education Provision – linked to uptake of PA opportunities
- Active Learning – drive Maths and English data through PA
- Celebration Assemblies – making PE, PA & SS important – reporting book – intrinsic motivation
- Leadership Opportunities*
*Sports Ambassadors and House Captains
- Intra School Competitions – celebrate end of unit learning
- Sustainable Scheme of Work
For example Complete P.E.



High Quality
Physical Education
lessons



Physical Activity
opportunities
throughout the day



Further impact towards whole school improvement

So.....How do we ensure High Quality Physical Education lessons?

The entire Physical Education Provision can drive the personal development of all pupils IF we are developing the whole child through High Quality Physical Education.

Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

1. The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
2. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
3. At each stage of education, the provider prepares learners for future success in their next steps
4. The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

High Quality
Physical Education

What is it?

- In your groups write down what you think makes a High Quality Physical Education lesson



Improve the
quality of your
Physical Education
lessons

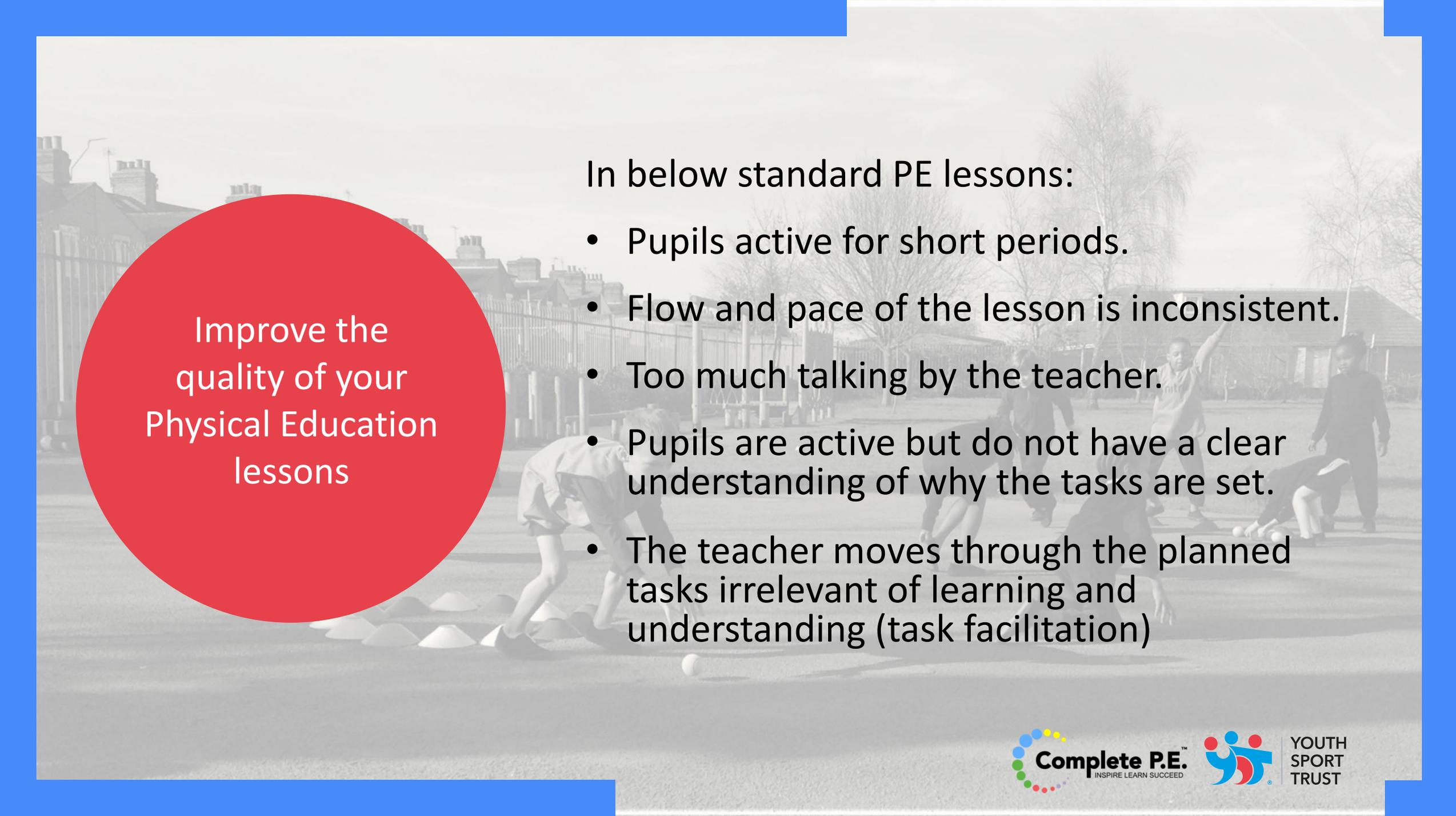
If lessons are of high quality:

- Pupils remain engaged in sustained periods of vigorous physical activity.
- The pace of learning is rapid. Time is maximized to engage all pupils in vigorous physical activity.
- Questions are answered physically and children are only stopped when there is a purposeful reason.
- Pupils make rapid and sustained progress.



Improve the
quality of your
Physical Education
lessons

- Pupils are challenged to work their hardest, even when they begin to tire and are encouraged to find their own ways of making their performances exceptionally good through effective questioning.
- Pupils understand the purpose of the task in relation to the learning.
- Pupils are moved on with the sequence of learning when they are ready.
- Physically, cognitively, socially and emotionally learning takes place = the development of the whole child

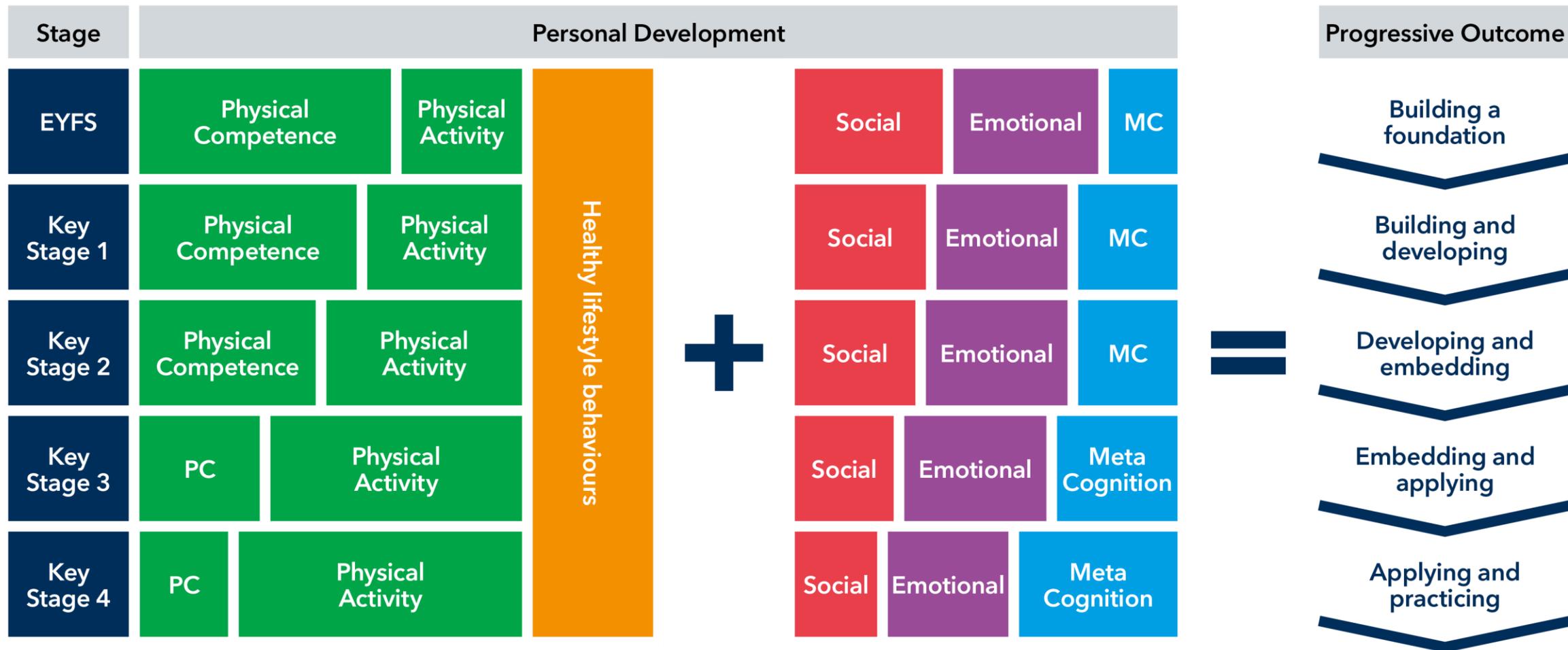


Improve the
quality of your
Physical Education
lessons

In below standard PE lessons:

- Pupils active for short periods.
- Flow and pace of the lesson is inconsistent.
- Too much talking by the teacher.
- Pupils are active but do not have a clear understanding of why the tasks are set.
- The teacher moves through the planned tasks irrelevant of learning and understanding (task facilitation)

National Curriculum Blueprint





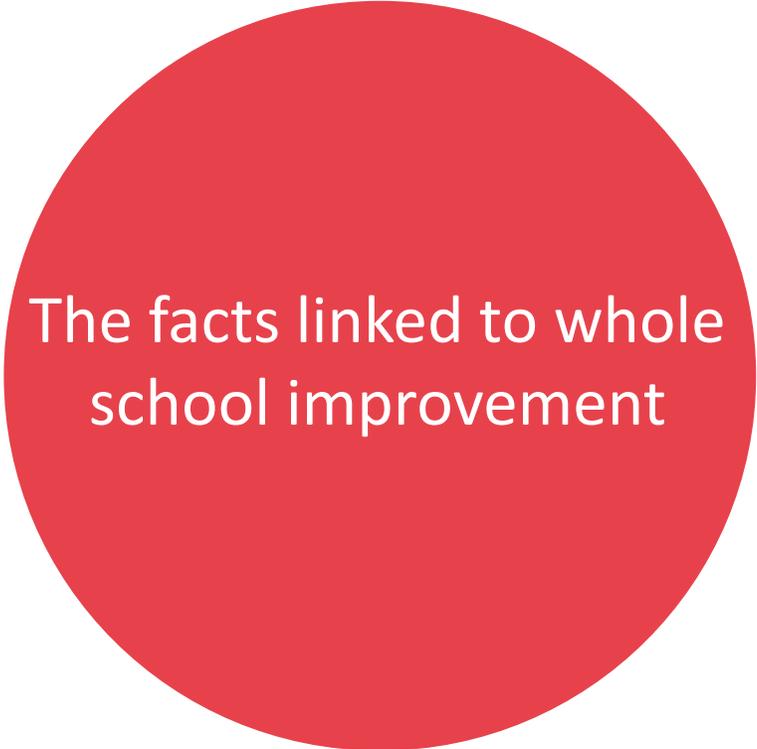
Sustainability

- When selecting the idea for your school you need to discuss sustainable options.
- What happens when the money is gone?
- What happens when you are not there?
- Will the project continue?

Evidencing Sustainable Spend

- Schools are required to evidence the impact of their PE & SSP spend.
- Key indicator 2 on the template focuses on whole school improvement.

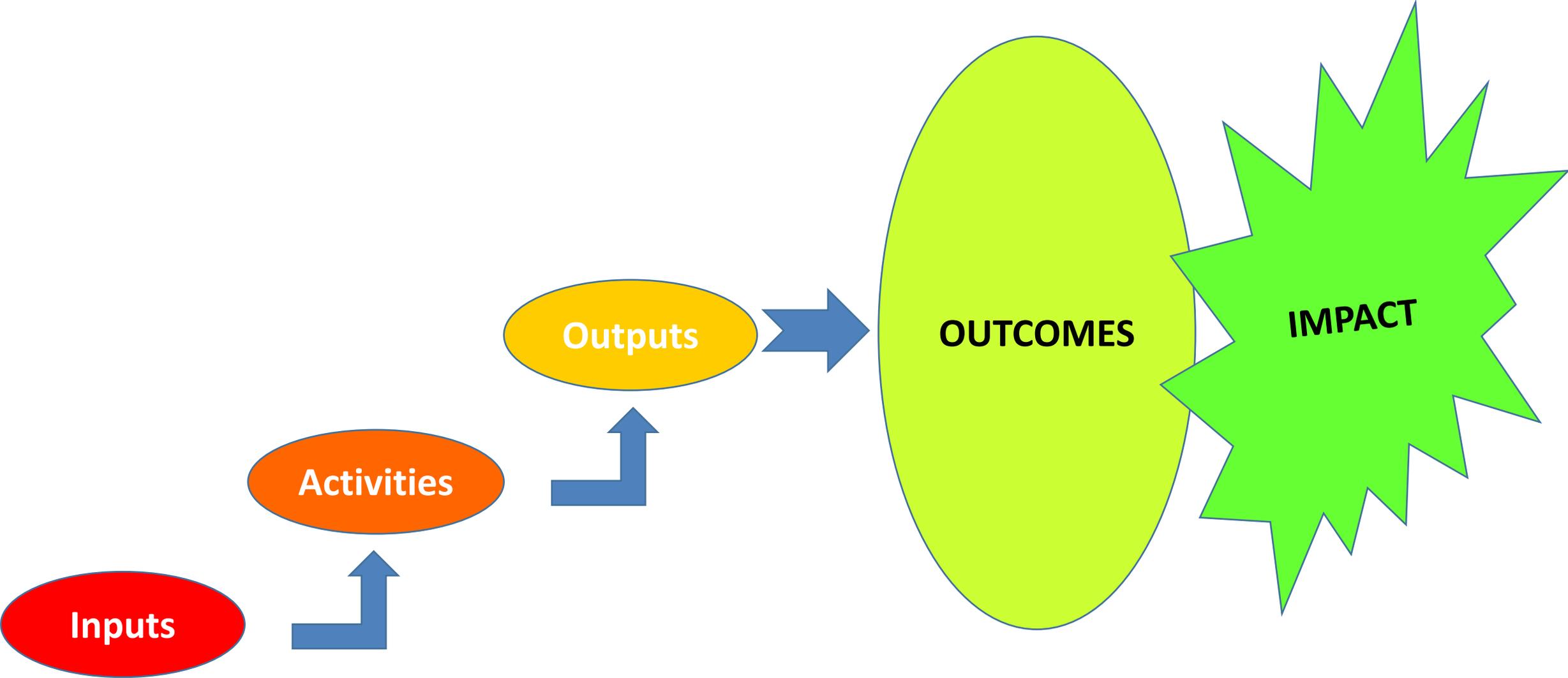
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement: Increase the profile of PE and School Sport across the whole school				Percentage of total allocation: ??%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Introduce PE and School sport to Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Introduce Maths of the day to raise attainment in Maths and increase physical activity levels in all pupils Breakfast clubs to improve attendance 	<ul style="list-style-type: none"> Create a reporting book for teachers to fill in and PE leader to then monitor PE based achievements throughout the week/term Achievements in PE and School sport to be celebrated in assembly (match results + notable achievements in lessons from the book.) Different classes to showcase PE learning (EG Dance/Gymnastics performance). Purchase Maths of the day program and to imbed the program once a week in Maths lessons, so that all pupils are learning in an active environment, increasing physical activity levels of all pupils. Increase the number of before school active clubs to encourage pupils who are often absent or late to get into school on time. 	<ul style="list-style-type: none"> £10 for hardback notebook £595 + Vat 	<p>In 2017/18 ??% of pupils took part in a PE and School Sport based assembly. By July 2019, this will increase to 100% of all pupils.</p> <p>In 2017/18, ???% of pupils failed to meet the recommended guidelines for physical activity each week (60 minutes a day). These pupils will increase their physical activity levels by a minimum of 30 minutes per week by utilizing Maths of the Day. This increase will further support our aim for 100% of pupils being active for 60 minutes a day.</p> <p>Attainment in Maths is predicted to increase from...to??</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> 100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem – see pupil voice Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target (ARE) See notes in Indicator 1 about attendance and attitudes to learning with better performance in SATs. 	<p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p>



The facts linked to whole school improvement

- **Active pupils =**
Improved behaviour for learning
- **More opportunities throughout the day to be active (before School) =**
Improved attendance
- **Fitter pupils =**
Increases academic attainment
- **Drive Personal Development =** Challenging the whole child through High Quality Physical Education
- **Celebrate success =**
Makes PE, PA and SS important and valued, inspiring pupils to choose a healthy active lifestyle.

Understanding Impact



How can schemes of work support schools in driving physical activity opportunities and drive WSI?

- Monitor and track pupils' physical activity levels using our built in assessment platform.
- Identify pupils that need access to further physical activity opportunities.
- Produce data to support the impact that increasing physical activity is making.
- Increase teachers' confidence to deliver high quality PE lessons, with easy to follow suggested sequences of learning.

Gymnastics

Introduction to symmetry

Objectives & Intentions	Key Questions	Content
Remember from year 2? Learning is to apply the 'champion' language for the picturing performance refer to this as 'balances'. on exploring balances in a	<p>How can we move like excellent gymnasts?</p> <p>Can we apply extension to our movements / balances?</p> <p>What is symmetry?</p> <p>How can we move our bodies in a symmetrical way?</p> <p>What different parts of our bodies can we move on?</p> <p>When we make symmetrical balances how can we make them more interesting? (Eg this we mean different levels and different connection points)</p> <p>Where is the line of symmetry?</p>	<p>Show What Pupils move in different ways to their bodies. Explore how pupils can move on gymnastics. What does mean?</p> <p>Introducing Symmetry Pupils move in symmetrical ways. What does this mean? Can you find excellent gymnastic examples and make them symmetrical? Identify the excellent symmetrical aspects.</p> <p>Creating Symmetry Working in pairs pupils create excellent symmetrical balances. How are they linked / connected?</p>

Sequences of learning designed to facilitate and support high quality teaching and learning

Interactive videos showing physical, cognitive and social and emotional success specific to age related, outcomes

The videos will provide sustainable CPD for all teachers for years to come

Combine dribbling and passing to create space		
Learning Objectives & Intentions	Key Questions	Context & Structure
<p>The focus of the learning is to use pupils prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</p>	<p>How can we win a game of basketball?</p> <p>How can we combine passing and dribbling to create space?</p> <p>What is the, "triple threat," concept? <i>The triple threat involves a player asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill?</i></p> <p>When do we dribble or pass, what will affect your decision?</p> <p>Describe the different ways we can pass in basketball and when these should be applied?</p> <p>What is the consequence in a game of an inaccurate pass?</p> <p>How can we move away from a defender to receive the ball?</p> <p>When passes are intercepted by the defender, step in and stop the task. Ask the player who passed the ball "where would have been a better choice of pass?" Can they tell you why?</p> <p>How can we work as a team to create opportunities to score?</p>	<p>Follow the Leader Recap prior learning. In pairs, dribble around the space avoiding collisions. Partner 1 dribbles, partner 2 commands. Command swap roles. Introduce additional pressure.</p>  <p>4v1 (Possession Game) Apply dribbling, chest and bounce passes to create space around the defender, attackers score a point if they make 5 passes. The defender scores a point if the ball is dropped, passed over head height or intercepted. Can they apply the triple threat concept when they receive the ball?</p>  <p>3v2 (Possession Game) Introduce additional defenders progressing into equal possession based games. Ability set the</p>

Sequences of learning designed to facilitate and support high quality teaching and learning

Key questions, directly linking learning intentions and success criteria - encouraging cognitive learning

Suggested sequences of learning for EYFS, KS1 and KS2

<p>Recap prior learning from EYFS, what do pupils remember?</p> <p>The focus of the learning is to introduce throwing (underarm).</p> <p>Pupils will understand how we throw a bean bag underarm and why.</p>	<p>What does the word, 'dribbling,' mean?</p> <p>Why do we need to control the ball?</p> <p>Why do we need to move into space?</p> <p>What does the word, 'space,' mean?</p> <p>Why do we need to look for space when we are moving?</p> <p>Why do we need to keep the ball close to us?</p> <p>Why do we want to keep the ball away from the defenders?</p> <p>What is the consequence if the defender gains possession of the ball?</p> <p>How many different ways can we throw a beanbag?</p> <p>Where do we need to look when throwing the beanbag?</p> <p>What does the word, 'accuracy,' mean?</p> <p>Why do we need to be accurate when throwing the beanbag?</p>	<p>Show What You Know Re-visit stepping stones in the form of a 'what you know' assessment (opportunity for pupils to warm up). Can pupils bounce the ball while controlling it? Can they control the ball without dribbling? Can they control the ball without dribbling? Can they control the ball without dribbling? Refer to the concept of invasion games.</p> <p>Through the Gates: Accuracy Challenge Ask pupils how many different ways can we possess a ball (bouncing, passing and throwing.) Introduce throwing skills. In pairs, pupils throw their beanbag through their gate (cones.) Do pupils aim when they throw? Teach pupils to create a target with their hands when they are catching. For an underarm throw to be successful, pupils should step forwards with one foot, releasing their ball with the opposite hand from low to high. Use HA examples of pupils who apply the correct underarm throwing technique. HA pupils use a small ball.</p>  <p>Blast Off: Throwing Countdown In pairs, each pair start at a gate. Pupils start at 10, throwing and catching the ball through the gate (underarm). Each time they make a successful catch they count down to the next number (10,9,8, 7,etc). Which pair can get to zero first? What is the consequence of an inaccurate throw? HA pupils use a small ball.</p>

Easy to annotate suggested sequence of learning plans, with observations to support pupil assessment

Access to over 450 differentiated activities and games to challenge and further support learning across all areas of the PE curriculum

Save, print and share annotated lesson observations with other P.E. Teaching staff

Secure | <https://www.completeperesource.com/portal/UnitLibrary/PreviewUnitLibraryById/a1fedce7-6d92-4265-bf4d-bdeb9c3f5>

Year4 : Games : Invasion : Basketball

SSL1 SSL2 SSL3 SSL4 SSL5 SSL6 Games Differentiation

Refine dribbling

Learning Objectives & Intentions	Key Questions	Context & Structure
Recap prior learning from year 3, what do pupils remember? The focus of the learning is to refine dribbling in order to keep control and possession of the ball. Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.	How can we win a game of basketball? How do we move with the ball in basketball? What do we do when you receive the ball? Where do we dribble? When should we dribble? Describe how we dribble. What is the triple threat concept? What happens if we lose possession of the ball? Where should we stand when we are attacking? How can we keep control when changing direction? If we stop dribbling what must we do? Can we dribble with alternate hands? Can we change direction at speed?	Dribble that Space Re-visit in the form of a 'show what you know' assessment (opportunity when pupils warm up). Recap triple threat; when, where and why this is used. Bull in the Ring Attackers (4 or 5) dribble within the space keeping control of the ball. Pressure is applied to the attackers by a defender (no contact). If the defender gains possession of the ball they become an attacker and the attacker becomes a defender.  Endzone Basketball (with dribbling) Pupils apply their developing knowledge and understanding of passing, moving and dribbling. The aim of the game for the attacking team to dribble the ball into the endzone to score a point. Defenders are not allowed in the endzone.

Access to over 450 differentiated activities and games within Complete P.E.

Differentiated cards to challenge and further support learning across all areas of the PE curriculum

Download and print the differentiation cards allowing pupil's to organise their own learning

YST TOP PE

The screenshot shows the 'Complete P.E.' website interface. At the top, there's a navigation bar with 'Unit library', 'Pupils', 'Observations', and 'Top PE'. Below this is a 'Filter' section with four dropdown menus for 'Year', 'Category 1', 'Category 2', and 'Category 3', and a 'Clear' button. Below the filter is a 'UNIT LIBRARY' section with a 'Show 10' dropdown and a table of units.

Year group	Category 1	Category 2	Category 3
Foundation	Locomotion	Jumping	Jumping 1
Foundation	Ball Skills	Hands	Hands 2
Foundation	Ball Skills	Feet	Feet 1
Foundation	Gymnastics	High, Low, Over, Under	High, Low, Over, Under
Foundation	Ball Skills	Hands	Hands 1
Foundation	Locomotion	Walking	Walking 1

Use TOP PE cards to support the delivery of high quality PE, physical activity and school sport

Over 75 TOP PE cards embedded within Complete P.E. linking into each suggested sequence of learning

The TOP PE collection includes content on athletics, dance, games, gymnastics and challenge.

YST MY PERSONAL BEST

The screenshot shows the 'Complete P.E.' website interface. At the top, there is a navigation bar with 'Unit library', 'Pupils', 'Assessments', 'Top PE', 'MYPB', and 'Subject Leaders'. Below this is a 'Filter' section with four dropdown menus for 'Year', 'Category 1', 'Category 2', and 'Category 3', each currently set to 'Select'. A red 'Clear' button is located below the filters. The main content area is titled 'UNIT LIBRARY' and shows a table with 4 records. The table has columns for 'Year group', 'Category 1', 'Category 2', and 'Category 3'. The records are for Year 3, Year 4, Year 5, and Year 6, all with 'Games' in Category 1, 'Invasion' in Category 2, and 'Basketball' in Category 3. Below the table, it says 'Showing 1 to 4 of 4 records (filtered from 106 total records)'.

Year group	Category 1	Category 2	Category 3
Year 3	Games	Invasion	Basketball
Year 4	Games	Invasion	Basketball
Year 5	Games	Invasion	Basketball
Year 6	Games	Invasion	Basketball

MYPB is embedded in each suggested sequence of learning across all key stages and all areas of the curriculum

The success criteria allows for pupils to learn and develop physically, cognitively, socially and emotionally

Success outcomes are linked to MYPB, with hyperlinks to the relevant elements of the resource

Observations

Academic year: 2017-2018
 Year group: Year 3
 Class: Birch
 Filter

Pupil Details				Games		Threshold	Pupil
Pupil Name	Academic Year	Year Group	Class	Invasion			
				Netball	Tag Rugby		
Andrew Smith	2017-2018	Year 3	Birch			Yes	View
Ashleigh Festa	2017-2018	Year 3	Birch			Yes	View
Catherine Shardlow	2017-2018	Year 3	Birch			Yes	View
Claire Knight	2017-2018	Year 3	Birch			Yes	
David Martin	2017-2018	Year 3	Birch			Yes	
George Wright	2017-2018	Year 3	Birch			Yes	
Jack Gale	2017-2018	Year 3	Birch			Yes	
Jean Mason	2017-2018	Year 3	Birch			Yes	
Joe Rodgers	2017-2018	Year 3	Birch			Yes	
Kristina Smith	2017-2018	Year 3	Birch			No	
Kristina Turner	2017-2018	Year 3	Birch			Yes	
Pablo Cook	2017-2018	Year 3	Birch			Yes	

Simple and accurate system for teachers to record pupil progress in Physical Education

The assessment tool generates and editable summative statement that provides details on the learning for each pupil

Assessment statements can be used to support teachers when writing end of year reports

Complete P.E.
INSPIRE LEARN SUCCEED

Unit library Pupils Observations Top PE

Observations

Academic year: 2017-2018
Year group: Year 4
Class: Apple

Red = no additional time spent active per week
Yellow = one -additional hour spent physically active per week
Green = two additional hours spent physically active per week
Blue = three or more additional hours spent physically active per week

Time spent active per week in addition to PE lessons

Show 10

Pupil Name	External Activities & No of Hours	Internal Activities & No of Hours	School Sport Teams & No of Hours	Level 1	Level 2
Abbas Khan	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select Lev	Select Lev
Alex Martin	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select Lev	Select Lev
Alfie Dunn	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select Lev	Select Lev
Amelia Fox	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select Lev	Select Lev
David Hodge	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select Lev	Select Lev

The assessment tool tracks pupils physical attainment and monitor levels of physical activity

Enables schools to monitor pupils progress, maintaining a healthy active lifestyle - based upon government guidelines

The assessment tool generates impact reports

Impact Evidence
Thorley Hill
Primary School
Bishop Stortford

- Staff voice:
- Staff voice in July 2018 showed that 100% of staff felt they had more confidence teaching PE with the introduction of Complete PE and CPD programmes
- Prior to 2018 lesson quality was deemed at 'requires improvement' as an average across the school after lesson observations.
- Lesson observations from summer term 2018 showed that all lessons are now at least 'good' with some 'outstanding'

Impact Evidence
 Thorley Hill
 Primary School
 Bishop Stortford

	2015-16	2016-17	2017-18	2018 - Present
Scheme of Work	Various Schemes of Work For different areas	As 2015-16 until the end of Spring Complete P.E. began from Summer	Complete PE	Complete PE
% below ARE	17%	12%	10%	6%
% at or above ARE	83%	88%	89%	94%
% above ARE	17%	18%	24%	24%



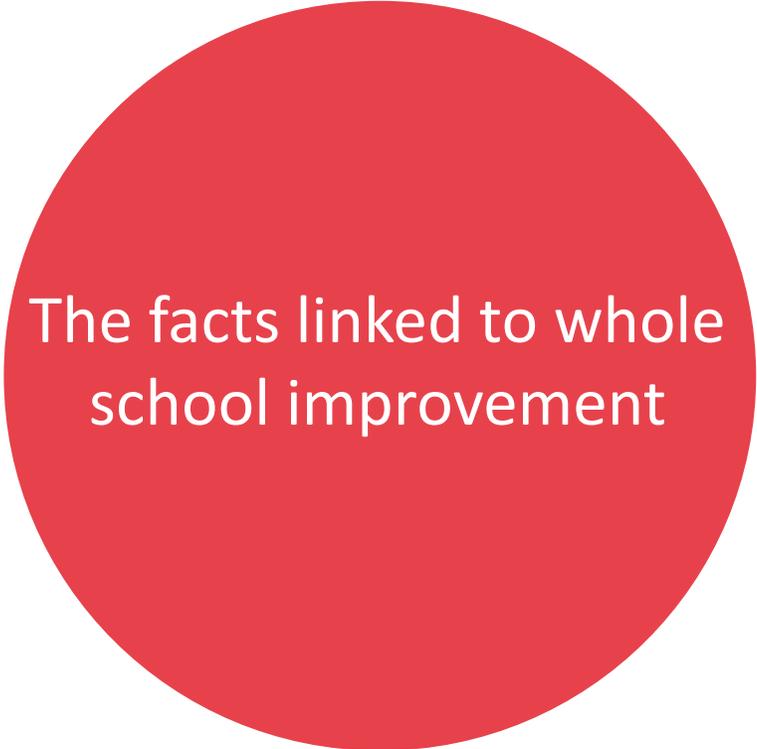
More impact

Since the introduction of Complete P.E. there has been a significant improvement in the teaching and learning of physical education across all key stages. Teachers use the differentiation cards within the resource to challenge the learning of all pupils.”

Headteacher
Beech Hyde Primary School, Herts.

“The easy to follow sequences of learning support teachers to deliver high quality PE lessons. The videos highlighting success are a useful CPD tool, helping teachers identify what they should be looking for in their learners.”

PE Subject Leader
Hunters Hall Primary School, Dagenham



The facts linked to whole school improvement

- **Active pupils =**
Improved behaviour for learning
- **More opportunities throughout the day to be active (before School) =**
Improved attendance
- **Fitter pupils =**
Increases academic attainment
- **Drive Personal Development =** Challenging the whole child through High Quality Physical Education
- **Celebrate success =**
Makes PE, PA and SS important and valued, inspiring pupils to choose a healthy active lifestyle.