



Clare Mount Specialist Sports College
Primary PE & Sport Cluster Policy Document:
September 2013 – August 2015:

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Clare Mount Primary PE & Sport Cluster

Shared Vision: To **inspire a generation** of youngsters to choose sport and physical activity through the delivery of high quality, inclusive opportunities for all.

Mission:

1. To improve the **confidence and competence of teachers and teaching assistants** in the planning, delivery and assessment of high quality, inclusive PE for all youngsters (Clare Mount Focus priority).
2. To ensure the School Games is a **positive experience for all** youngsters and to develop a clear pathway from Level 1 to Level 4 events so that youngsters can engage and aspire to whatever level they choose (School Games Organisers Focus Priority).
3. To **signpost** youngsters and their parents to community sporting opportunities and promote healthy, active lifestyles (National Governing Body and Sports Development Focus Priority).

Context: School PE and Sport Premium:

£300 million of funding announced for primary school sport

On 16th March 2013, the Government announced that it is providing funding of £150 million per annum for academic years 2013/14 and 2014/15 to provide **new, substantial primary school sport funding**. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see **money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children**. The rationale is that it will capitalise on the legacy of last summer's Olympic Games.



The funding can only be spent on PE and sport provision in schools.

Purpose of funding

Schools will have to spend the sport funding on **improving their provision of PE and sport**, but they will have the **freedom to choose** how they do this. Possible uses for the funding include:

- **hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE**
- **new or additional Change4Life sport clubs**
- **paying for professional development opportunities in PE/sport**
- **providing cover to release primary teachers for professional development in PE/sport**
- **running sport competitions, or increasing participation in the school games**
- **buying quality assured professional development modules or materials for PE/sport**
- **providing places for pupils on after school sport clubs and holiday clubs.**

Baroness Sue Campbell, head of UK Sport and chair of the Youth Sport Trust, said that although the level of investment was welcome, it was important not to waste the funding on sports coaches “who will disappear once the money goes”. “There is an issue around the quality of provision of PE in primary schools, so I hope they will think about coming together and bringing in peripatetic expertise that will work with a family of schools to build their knowledge about the subject,” she said. “What is less sustainable is heads buying in bits of work, through specialist coaches or similar – instead of training teachers – and then that expertise disappearing when they leave.” The worst-case scenario, she added, would be if the money “just filled a gap” for two years before a new programme was brought in with a change of government.

Accountability

1. Schools will be held to account for how they spend the sport funding
2. Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.
3. Schools will be required to include details about their sporting provision on their **school website**, alongside their curriculum details, so parents can compare sports provision between schools, both within and beyond the school day.

Best practice

Schools will be able to draw on information on effective practice taken from case studies provided by the very best schools. One year on, Ofsted will carry out a survey reporting on the first year's expenditure and its impact. Breakdown of funding per school

- All schools with 17 or more primary-aged pupils will receive a lump sum of £8000 plus a premium of £5 per pupil
- Smaller schools will receive £500 per pupil.

How the funding will be paid

For 2013/14 and 2014/15 the sport funding will be included in the additional grant for schools (AGS) 2013-14 and 2014-15. AGS is distributed to local authorities in late September or early October each year. The payments will cover the total funding for the academic years 1 September 2013 to 31 August 2014 and 1 September 2014 to 31 August 2015.

Ring-fenced

School PE and Sport funding now joins the Pupil Premium in schools accounting for how the monies have been spent

Sports PE Premium

As part of the funding that schools receive, a proportion of this, called the School PE Premium, has been allocated by the government over the next two academic years. Questions will be raised about this for example:

Ofsted will be monitoring how school's spend this funding:

1) How is the money being spent?

Our Primary School has invested £3.5K of our funding allocation to employ a qualified PE teacher from Clare Mount Specialist Sports College ('an outstanding school' - Ofsted 2010) for half a day a week through-out the year to coach and mentor members of our teaching staff so they are more confident and competent in the delivery of PE. Clare Mount will co-ordinate CPD for our staff as part of this arrangement, as well as organising half termly Level 1 and Level 2 competitions.

Our remaining funding will be spent on improving our resources, on funding additional coaches to enhance our extra-curricular programme, on transport and teacher-release for events and CPD training.

2) What is the impact of this funding?

- Staff confidence and competence.
- High quality PE curriculum.
- Attitudes of youngsters towards PE, Sport and competitive opportunities.
- School Games Kitemark (Bronze to Gold).
- Partnership / cluster working to share good practice.



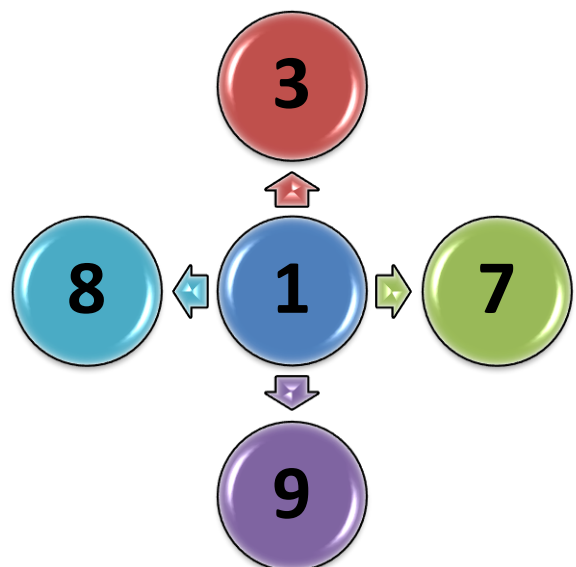
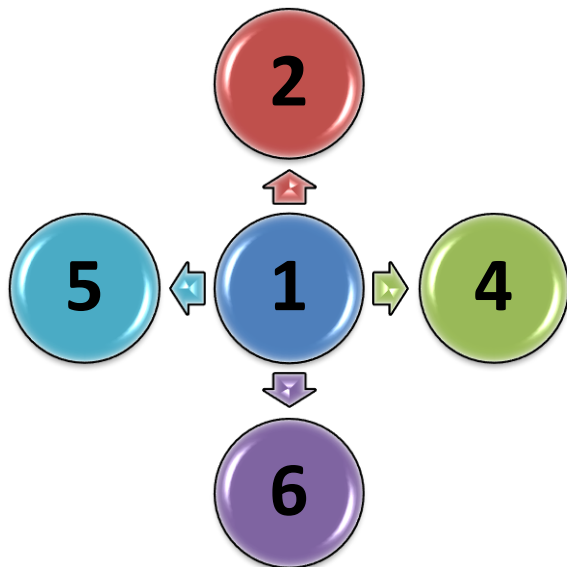
Additional considerations for schools:

- The inspection handbook and guidance will be updated to help schools understand what inspectors will look for.
- Inspectors will ask to see PE lesson, out of school hours club and judge about the quality of teaching and its impact on learning and progress and behaviour.
- Ask school leaders and governors for a brief evaluation of how new funding is improving PE and sport.
- Seek pupils views about PE lessons, lunchtime and after school sport and healthy active lifestyles

Working as a Cluster:

The Schools involved in the Clare Mount PE and Sport cluster for 2013-2014 are as follows:

1. Clare Mount Specialist Sports College (Secondary Special) .
2. Castleway Primary.
3. Hayfield (Special)
4. Holy Spirit Primary.
5. Leasowe Primary.
6. Lingham Primary.
7. Orrets Meadow (Special)
8. Somerville Primary (Special unit).
9. Stanley School (Special)



Clare Mount Sports College context and vision:

Clare Mount Specialist Sports College is a very successful and well-established specialist school for students aged 11 to 19 with moderate learning difficulties and additional needs such as autism. We currently have 185 students on roll.

The school has an outstanding reputation and has a highly skilled, dedicated and talented staff team who work together to ensure all students experience an engaging curriculum tailored to meet their individual needs. Every student is treated as an individual while being encouraged to be an active and positive member of the school community and a global citizen. We recognise that happy and motivated students will be successful students and so we take our responsibilities here very seriously. As a result there is a safe, caring and supportive ethos that enables our students to be happy at school and achieve well in their learning.

Clare Mount thrives on its success as a Specialist Sports College; the promotion of a healthy lifestyle and the encouragement of participation in a full range of activities support the learning of all our students across all subject areas.

Vision Statement

We embrace the 2012 paralympic vision for our young people: *‘to be role models and catalysts for change’*

We want our students to be confident to participate in society and demonstrate their abilities. We want them to have high aspirations for the future. We want to challenge them to be the best they can be.

Our commitment

We will:

- Place students at the heart of everything we do
- Work as a team to overcome barriers to learning
- Promote a rich and vibrant learning community which encourages all of us to think creatively and reflectively
- Enable our young people to develop their confidence, independence and self-esteem through positive learning experiences in a safe, supported and caring environment
- Prepare each student for the journey ahead by working collaboratively to develop their life and work based skills through a carefully crafted and personalised pathway
- Provide opportunities to experience success and celebrate individual achievement and enjoyment
- Encourage responsible and active citizenship
- Have high expectations of behaviour by promoting good manners, positive relationships and respect for ourselves and each other
- Enable students to participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness

PRIMARY SCHOOL PHYSICAL EDUCATION POLICY STATEMENT – SEPTEMBER 2013 - PE and Sport Premium:

Clare Mount Specialist Sports College will essentially support our cluster of schools to enhance the quality of their PE curriculum offer, to improve the confidence and confidence of staff in the delivery of PE and Sport, and ensure that every child has an opportunity to take part in the School Games through competitive and celebratory opportunities. Schools will further enhance this support by developing their extra-curricular programmes, young leaders, club links and promoting of health and well-being.

Continuing Professional Development of primary school staff:

Clare Mount Specialist Sports College is a Lead Partner School for the Youth Sport Trust and as such delivers training opportunities in 'inclusive' PE and Sport across the North West and at National Conferences throughout the year. Clare Mount has achieved the Youth Sport Trust Gold Award. As such, schools within the Clare Mount PE cluster will be offered good practice training in basic principles such as S.T.E.P (Space, Task, Equipment and People) and the Inclusion Spectrum (visit www.topsportsability.org), along with sport specific training in such areas as Elevating Athletics to help improve the confidence and competence of staff.

Each partner primary school will use their PE premium to access half a day a week of support from a qualified PE teacher from Clare Mount who will help to coach and mentor staff to deliver high quality PE lessons. This opportunity will rotate around staff and classes in half term blocks as required through-out the year so each member of staff benefits from the support.

Competitive opportunities:

Each half termly scheme of work delivered in cluster primary schools will culminate in a Level 1 intra-school event to engage as many youngsters as possible. This will then feed into a Level 2 inter-school event to be held in the last week of each half term (ideally Thursday afternoon). These events will be run in conjunction with the 3 Wirral School Games Organisers and, if appropriate, feed into Level 3-4 events.

As much as possible events will co-inside with national and international events to have the 'Wimbledon effect' on youngsters and inspire them to participate in sports beyond the school gates. Such events this year will include the Rugby League World Cup, the British Golf Open in Hoylake, The Football World Cup and Commonwealth Games in Glasgow.

Each school will be encouraged to achieve at least their Bronze School Games Kitemark.



What is the Sainsbury's School Games?

The Sainsbury's School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport.

The Games are made up of four levels of activity: competition in schools, between schools, at county/area level and a national finals event:

- **Level 1** - sporting competition for all students in school through intra-school competition
- **Level 2** - individuals and teams are selected to represent their schools in local inter-school competitions
- **Level 3** – the county/area will stage multi-sport Sainsbury's School Games festivals as a culmination of year-round school sport competition
- **Level 4** – the Sainsbury's School Games finals: a national multi-sport event where the most talented young people in the UK will be selected to compete in our sporting venues (including the Olympic Park in 2012). <http://yourschoolgames.com/>

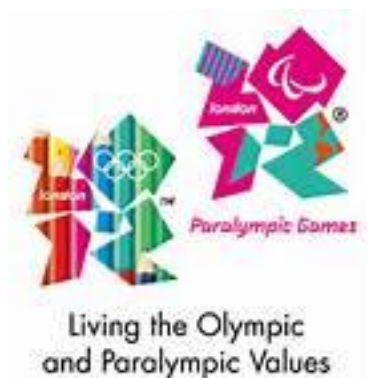


Inspirational coaches and Olympic values:

Events and competitions run by and for the cluster will be supported by high quality coaches such as Chris McDermott (member of the 2012 GB handball team), Jordyn Layfield (former Junior GB Table Tennis player) and Chris Edwards (current England Disability Cricketer).



Events, competitions and lessons will be underpinned by helping youngsters learn about fair play and the Olympic / Paralympic values of respect, determination, friendship, courage, equality, excellence, and inspiration.





The National Curriculum for PE –

Department for Education statement, 2 August 2013:

The current national curriculum programmes of study for PE at key stages 1 and 2 have been disapplied with effect from 1 September 2013 and are no longer statutory. This means that schools are free to develop their own curriculums for PE that best meet the needs of their pupils, in preparation for the introduction of the new national curriculum from September 2014.

In light of the above statement, schemes of work delivered by Clare Mount in schools will be guided by (1) consultation with individual schools and teachers, and (2) the special needs of the youngsters in each group.

As a baseline each scheme of work will contain a core task at the beginning so that progress can be measured across a programme of study. Progress will also be measured in relation to the 10 High quality outcomes of Physical Education, and a 'flexible' reference to the Level descriptors so that children can identify where they are at now? Where they are going next? And what they need to do to get there?:

10 High Quality Outcomes of Physical Education:



10 High Quality Outcomes:

1. Commitment
2. Understanding
3. Active, healthy
4. Confident
5. Develop skills
6. Take Part
7. Think
8. Keen to improve
9. Strength, suppleness and stamina
10. ENJOY

Proposed Scheme of Work Plan:+

<u>Week</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Focus	Baseline & Making PE fun	Movement fundamentals & health	Skills & technique		Rules & tactics Teamwork		Level 1 Intra-school event

Physical Education (PE): Attainment target level descriptions:

Updated: 25 November 2011

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Level 6

Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers. They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance. They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.

Level 8

Pupils consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other performers. They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement. They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.

Exceptional performance

Pupils consistently use advanced skills, techniques and ideas with precision and fluency. Drawing on what they know of the principles of advanced strategies and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.

Appendix 1 – KS2 Physical Education

Teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Knowledge, skills and understanding - Acquiring and developing skills

1. Pupils should be taught to:
 - a. consolidate their existing skills and gain new ones
 - b. perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
 - b. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
 - c. apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a. identify what makes a performance effective
 - b. suggest improvements based on this information.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a. how exercise affects the body in the short term
 - b. to warm up and prepare appropriately for different activities
 - c. why physical activity is good for their health and well-being
 - d. why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity:

- a. dance activities
- b. games activities
- c. gymnastic activities

and two activity areas from:

- d. swimming activities and water safety
- e. athletic activities
- f. outdoor and adventurous activities.

Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full Key Stage 2 teaching requirements in relation to swimming activities and water safety during Key Stage 1.

Dance activities

6. Pupils should be taught to:

- a. create and perform dances using a range of movement patterns, including those from different times, places and cultures
- b. respond to a range of stimuli and accompaniment.

Games activities

7. Pupils should be taught to:

- a. play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b. use skills and tactics and apply basic principles suitable for attacking and defending
- c. work with others to organise and keep the games going.

Gymnastic activities

8. Pupils should be taught to:

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences.

Swimming activities and water safety

9. Pupils should be taught to:

- a. pace themselves in floating and swimming challenges related to speed, distance and personal survival
- b. swim unaided for a sustained period of time over a distance of at least 25m
- c. use recognised arm and leg actions, lying on their front and back
- d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Athletic activities

10. Pupils should be taught to:

- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
- b. use running, jumping and throwing skills both singly and in combination
- c. pace themselves in these challenges and competitions.

Outdoor and adventurous activities

11. Pupils should be taught to:

- a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b. use a range of orienteering and problem-solving skills
- c. work with others to meet the challenges.

Explanatory notes and cross-curriculum references

Note for 3b - Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions

Note for 4 - Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Health

h. about the importance of exercise for good health

Note for 6 - Cross reference to music

Responding and reviewing - appraising skills

3. Pupils should be taught how to:

b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

b. responding to a range of musical and non-musical starting points

Note for 6, 8 - ICT opportunity

Pupils could use video recordings of their sequences and dances to compare ideas and quality.

Note for 6, 8, 10 - ICT opportunity

Pupils could use video and CD-ROMs of actions, balances and body shapes to improve their performance.

Note for 9 - If aspects of swimming and water safety have been taught during Key Stage 1, pupils should start this area of activity at the appropriate point.

Note for 11a, 11b - Cross reference to geography

Geographical enquiry and skills

2. In developing geographical skills, pupils should be taught:

c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]

Health and safety note

The general teaching requirement for health and safety applies in this subject.

Appendix 2 – KS1 Physical Education

Teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Knowledge, skills and understanding

Acquiring and developing skills

1. Pupils should be taught to:
 - a. explore basic skills, actions and ideas with increasing understanding
 - b. remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a. explore how to choose and apply skills and actions in sequence and in combination
 - b. vary the way they perform skills by using simple tactics and movement phrases
 - c. apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a. describe what they have done
 - b. observe, describe and copy what others have done
 - c. use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a. how important it is to be active
 - b. to recognise and describe how their bodies feel during different activities.

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

Dance activities

6. Pupils should be taught to:

- a. use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- b. change the rhythm, speed, level and direction of their movements
- c. create and perform dances using simple movement patterns, including those from different times and cultures
- d. express and communicate ideas and feelings.

Games activities

7. Pupils should be taught to:

- a. travel with, send and receive a ball and other equipment in different ways
- b. develop these skills for simple net, striking/fielding and invasion-type games
- c. play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Gymnastic activities

8. Pupils should be taught to:

- a. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- b. develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- c. choose and link skills and actions in short movement phrases
- d. create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Swimming activities and water safety

9. Pupils should be taught to:

- a. move in water [for example, jump, walk, hop and spin, using swimming aids and support]
- b. float and move with and without swimming aids
- c. feel the buoyancy and support of water and swimming aids
- d. propel themselves in water using different swimming aids, arm and leg actions and basic strokes.

Explanatory notes and cross-curriculum references

Note for 3a - Cross reference to English

En1 Speaking and listening: Speaking

1. To speak clearly, fluently and confidently to different people, pupils should be taught to:

- a. speak with clear diction and appropriate intonation
- b. choose words with precision
- c. organise what they say
- d. focus on the main point(s)
- e. include relevant detail
- f. take into account the needs of their listeners

Note for 4 - Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. During the key stage, pupils should be taught:

- c. that taking exercise and eating the right types and amounts of food help humans to keep healthy

Note for 6 - Cross reference to music

Responding and reviewing - appraising skills

3. Pupils should be taught how to:

- a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language

Listening, and applying knowledge and understanding

4. Pupils should be taught:

- d. how music is used for particular purposes [for example, for dance, as a lullaby]

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- b. responding to a range of musical and non-musical starting points

Note for 6, 8 - ICT opportunity

Pupils could use videos of movements and actions to develop their ideas.

Note for 8 - ICT opportunity

Pupils could use a concept keyboard to record the order of specific actions in their sequences.

Note for 9

Schools can also choose to teach swimming during Key Stage 1. Paragraph 9 gives non-statutory guidelines, which identify aspects of swimming activities and water safety appropriate for key

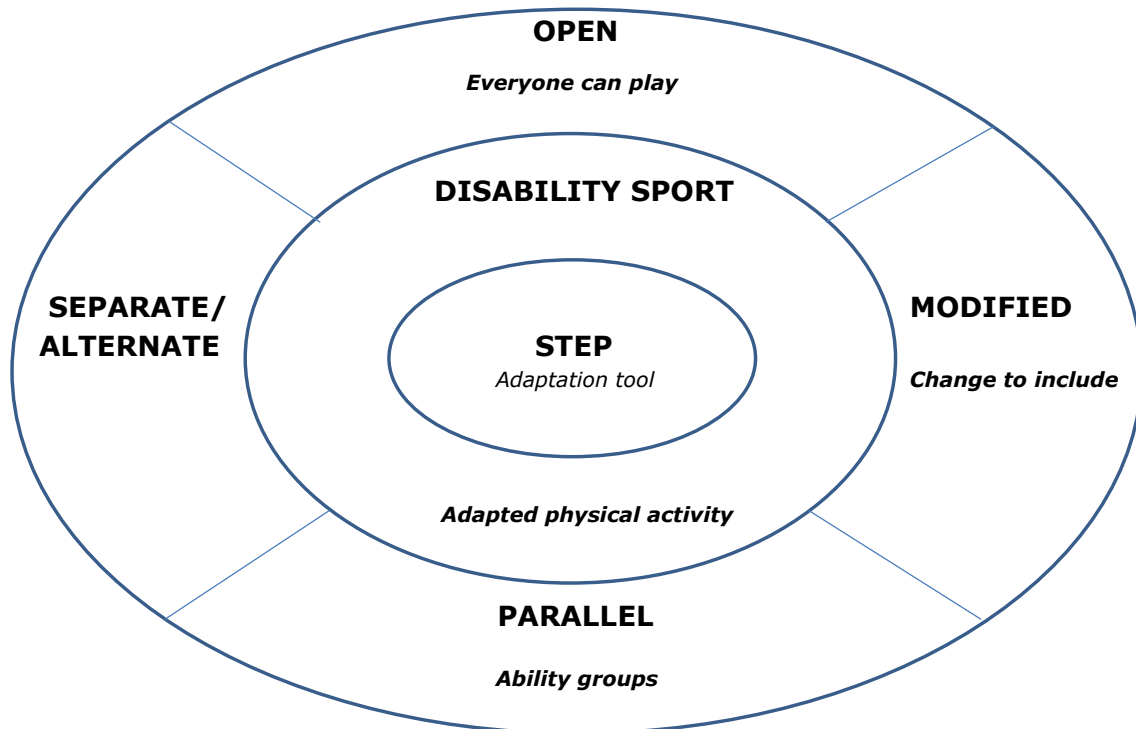
Health and safety note

The general teaching requirement for health and safety applies in this subject.

Appendix 3 – The Inclusion Spectrum, including S.T.E.P.

Engagement: The Inclusion Spectrum incorporating S.T.E.P. (Space, Task, Equipment, People).

Inclusion Spectrum 2012



USING THE 10 OUTCOMES OF HIGH QUALITY OF PE

Why Self-Evaluate?

What are the Five Stages?

- 1. Make sure everyone understands what high quality PESS looks like**
- 2. Evaluate how well your pupils match the outcomes**
- 3. Identify priorities for improving the quality of PESS**
- 4. Take action to bring about improvement**
- 5. Check that you are making a difference**

1. Understanding what HQ PESS looks like:

Principles of HQ PESS:

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

How to develop understanding:

- Group the outcomes: Discuss them at staff meetings
- Share the outcomes with your pupils:

2. Evaluating how well your pupils match the outcomes:

*Develop a clear picture of the difference between what you **want** your pupils to achieve and what they are **actually** achieving*

- Which groups of pupils or individuals demonstrate most of the outcomes most of the time?
- Which groups or individuals demonstrate a few of the outcomes occasionally?
- Does the degree to which pupils demonstrate particular outcomes change?
- Which outcomes, or groups of outcomes, do your pupils match the best? Which do they not match up to so well?

Deciding How to Evaluate:

- What are you going to evaluate?
- How to carry out the evaluation
- Who to involve in the evaluation
- When the evaluation should take place?
- How often you should repeat the process?

Communicating your findings:

- Sliding Scale
- Traffic Light Listing
- Numbers Chart
- Range Questionnaire
- Traffic Light Grid
- Range Distribution Graph

3. Identifying Priorities for Improving quality of PESS

What do you want to Improve?

- The proportion of pupils who consistently meet most of the outcomes well
- Reduce the proportion of pupils who demonstrate only a few of the outcomes
- Focus on one, or a specific group of outcomes

4. Taking Action to Bring About Improvement

Relating pupil outcomes to what you do:

- HQ Leadership & management
- HQ Teaching & Coaching
- Action is based upon your evaluation process
- Question your own PESS provision in answer to this evaluation

Deciding what action to take:

- Identify priority
- Involve the children

5. Checking if you are making a difference

Informal v formal up-dating:

- Staffroom chatter / support

Formal Checks:

- Changes in pupil achievement
- Degree of improvement to be measured
- Are pupil' inline with our expectations?
- Are pupils' achieving as well as we would like?
- Could our pupils show still more characteristics of HQ PESS?