

Primary Physical Education aide-memoire

Contents

- ⇒ This document has been created to support inspectors undertaking a deep dive in PE.
- ⇒ It provides a high-level summary of stage two training and wider guidance.
- ⇒ The six focus areas provide a structure to explain subject-level outcomes as identified by inspection activities.
- ⇒ School leaders may not be able and should not be expected to articulate their intent **as it is outlined** in this aide-memoire or to provide documents which neatly provide the evidence for the focus areas.


Hanna Miller HMI

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1. Curriculum

Scope (Q1)

Pupils should develop a knowledge of:

- **Motor competence** — accurate movements, movement patterns, movement techniques and sequences
- **Rules, strategies and tactics** — conventions, regulations, strategies that are specific to participation in an activity/sport
- **Healthy participation** — safe practice, how to participate, short- and long-term impacts of participation



Motor Competence (Q2)

Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned?
Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?

Rules, strategies and tactics (Q3)

Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned?
Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context?

Healthy Participation (Q4)

Declarative knowledge: How well do pupils recall the key points for healthy participation they have learned?
Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?

Components and sequencing (Q5)

- Does curriculum coherence support pupils to know more and do more?
- How does pupils' knowledge build in complexity?
- How do teachers break down knowledge for novices and sequence the curriculum to build expertise?
- How ready are pupils for each new stage?



Memory (Q6)

- Do pupils remember the core declarative and procedural knowledge long term?
- How is revisiting and re-encountering knowledge planned over time?
- Are pupils achieving the ambitious goals?



Early Years (Q9)

- How are children revising and refining the fundamental movement skills?
- Do all children have access to high-quality instruction, purposeful practice and feedback?
- How are pupils who are not secure in FMS being identified and supported?



SEND pupils (Q8)

- How are those pupils who find it most difficult to learn being given the best chances to keep up?



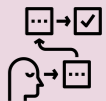
2. Pedagogy (Q12,13,14)

- What is the rationale for the teaching approaches chosen for a sequence of lessons?
- How well do resources and activities support pupils' learning?
- Do teaching approaches include high-quality instruction, purposeful practice and feedback opportunities?
- Do pupils have the pre-requisite knowledge to access games/competitive elements?



3. Assessment (Q15)

Does assessment check that pupils have learnt the component knowledge of the PE curriculum?



How does assessment impact pupils' learning?

How does assessment inform curriculum design and adaptation?

Do assessment approaches accord all pupils the opportunity to demonstrate what they know and can do?

4. Culture (Q16,17)

Does the school have high expectations of what all pupils can learn in PE?



Does the school foster a love of PE and understand its value?

How well is PE included and represented in the whole-school curriculum?

How do extra-curricular opportunities support all pupils to know more and do more?

How does the value and profile of PE across the school compare to other subjects?

5. Systems (Q18, 19,20,21)

How well is PE led? Can the school readily explain and qualify potential systemic issues?



What mechanisms are there for PE curriculum construction, adaptation and renewal?

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?

How are any other adults teaching PE being supported to understand the curriculum and promote and deliver inclusive practice?

6. Policy (Q22,23,24,25)

How do school-wide policies impact PE?



Do whole-school policies give flexibility to enable a high-quality PE education?

Is sufficient time allocated for teaching PE?

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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.

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National Curriculum

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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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

MOTOR
COMPETENCE

- Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts
- High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns
- Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

RULES, STRATEGIES
AND TACTICS

- Pupils can name and demonstrate increasingly complex tactical knowledge, knowledge of context-specific rules and know how to be successful across a range of activities and sports
- High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies and tactics

HEALTHY
PARTICIPATION

- Pupils know and can show how to safely prepare and participate in increasingly specific contexts
- Pupils know and can show the short-term and long-term impacts of sport and physical activity
- High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation

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1. Curriculum

Scope (Q1)

Pupils should develop a knowledge of:

- **Motor competence** — accurate movements, movement patterns, movement techniques and sequences
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- **Healthy participation** — safe practice, how to participate, short- and long-term impacts of participation



Motor Competence (Q2a)

Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned?

Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?

Rules, strategies and tactics (Q2b)

Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned?

Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context?

Healthy Participation (Q2c)

Declarative knowledge: How well do pupils recall the key points for healthy participation they have learned?

Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?

Components and sequencing

- Does curriculum coherence support pupils to know more and do more?
- How does pupils' knowledge build in complexity?
- How do teachers break down knowledge for novices and sequence the curriculum to build expertise?
- How ready are pupils for each new stage?



Memory (Q3)

- Do pupils remember the core declarative and procedural knowledge long term?
- How is revisiting and re-encountering knowledge planned over time?
- Are pupils achieving the ambitious goals?



Examination PE (6)

- Does the school prepare pupils for success at examination level?
- How are pupils supported to make links across the course?
- How are pupils empowered to handle specification content in a sophisticated way?



SEND pupils (Q5)

- How are those pupils who find it most difficult to learn being given the best chances to keep up?



2. Pedagogy (Q7,8,9)

- What is the rationale for the teaching approaches chosen for a sequence of lessons?
- How well do resources and activities support pupils' learning?
- Do teaching approaches include high-quality instruction, purposeful practice and feedback opportunities?
- Do pupils have the pre-requisite knowledge to access games/competitive elements?



3. Assessment (Q10)

Does assessment check that pupils have learnt the component knowledge of the PE curriculum?



How does assessment impact pupils' learning?

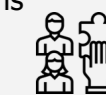
How does assessment inform curriculum design and adaptation?

Do assessment approaches accord all pupils the opportunity to demonstrate what they know and can do?

4. Culture (Q11,12,13)

Does the school have high expectations of what all pupils can learn in PE?

Does the school foster a love of PE and understand its value?



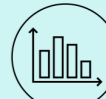
How well is PE included and represented in the whole-school curriculum?

How do extra-curricular opportunities support all pupils to know more and do more?

How does the value and profile of PE across the school compare to other subjects?

5. Systems (Q14,15,16)

How well is PE led? Can the school readily explain and qualify potential systemic issues?



What mechanisms are there for PE curriculum construction, adaptation and renewal?

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?

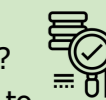
How are any other adults teaching PE being supported to understand the curriculum and promote and deliver inclusive practice?

6. Policy (Q17,18,19,20)

How do school-wide policies impact PE?

Do whole-school policies give flexibility to enable a high-quality PE education?

Is sufficient time allocated for teaching PE?



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Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

MOTOR
COMPETENCE

- Pupils have relative fluency in specialised motor movements that become increasingly complex within domain-specific contexts
- High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns
- Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

RULES, STRATEGIES
AND TACTICS

- Pupils can name and demonstrate increasingly complex tactical knowledge, context-specific rules and know how to be successful across a range of activities and sports, including where knowledge is flexible across domains
- High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies and tactics

HEALTHY
PARTICIPATION

- Pupils know and can show how to safely prepare for and participate in physical activity and sport
- Pupils know and can show the different short- and long-term impacts of sport and physical activity and factors affecting participation
- High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation