

# CPD & PE

PLANNING \ DELIVERY \ ASSESSMENT

# WHAT DOES OFSTED WANT TO SEE IN PE?

- That your planning, teaching and resources are aligned to meet the needs of your children.
- That your methods are aligned to the school's teaching philosophy, think about your school values?
- That your PE knowledge is used to improve professional standards throughout school. ( Professional Development).
- That your methods are consistent with your PE policy, that your Pedagogy is underpinned by credible research or theories.
- That children are making progress, this is backed up by using effective questioning strategies, and assessment that is clear, consistent and valid.
- Your PE integrates other curriculum areas to develop the whole child, for example PSHE.
- Your PE planning and provision meets the needs of vulnerable children in school.
- Your PE has a clear focus on skills, knowledge and physical fitness and health and promotes healthy eating and a life long appreciation of being an active person.
- Teachers set good examples regarding PE. For example, wearing correct PE kit, talking about their physical activities, have assemblies focused on an active lifestyle.
- Things such as good PE displays, food displays, sport weeks, science based theory lessons can provide effective evidence and a build a culture of being active in school and providing knowledge that empowers children in their futures.

# CONSTRUCTING A LESSON ( BIGGS)

- CONSTRUCTIVE ALIGNMENT ( CA) has two aspects. The ‘constructive’ aspect refers to what the learner does, which is to construct meaning through relevant learning activities.
- The ‘alignment’ aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes.
- The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks, are aligned to the learning activities assumed in the intended outcomes. The learner is in a sense ‘trapped’, and finds it difficult to escape without learning what is intended should be learned.
- In a poor system, in which the components are not necessarily integrated and tuned to support learning, only ‘academic’ students spontaneously use higher-order learning processes. In an integrated system, on the other hand, all aspects of teaching and assessment are tuned to support high level learning.

# WHAT DOES AN ARNSIDE PE LESSON LOOK LIKE?

- The key factors to consider?
- We aim for our desired outcomes to be as SMART, (Specific, Manageable, Achievable, Realistic and Timed,) as possible
- The Pedagogy in the lesson supports the learning needs outcomes for all children.
- The lesson is active enough to raise heart rate at least once in the lesson.
- Children aware of their responsibility to safety.
- Children can measure their progress in each lesson.
- The pace of the lesson is consistent with children's age and ability.
- Clear targets and outcomes that keep children on track.
- Effort and commitment are expected and praised.
- At the end of each lesson children know what they can do and how to do it.
- Children know how the lesson links to fitness, health and mental wellbeing.

# BEING SMART WITH OUR PLANNING

**SPECIFIC, MANAGEABLE, ACHIEVABLE, REALISTIC**

- **Provision V Outcome**
- **IF YOU PLAN FOR PROVISION (Teacher Influenced)** – You plan what you are going to do, the outcome will be as a result of how well you provide. Planning for provision can lead to a lack of personalisation for the children, not taking previous learning into account, and to a degree a ‘one size fits all’ approach. Planning for provision can be inadvertently led by what the teacher enjoys, the teacher’s own learning type or they feel they are good at. It can also lead to ‘over provision’ – trying to get too much done and so not doing any of it well enough. Planning by provision leads to planning an open ended task which self-differentiates by outcome.
- **IF YOU PLAN FOR OUTCOME (Child Initiated)** – You start with the child’s previous learning and plan what needs to be done next. This leads to the provision being tailored more specifically to the child’s needs, taking more account of their learning style, where they have come from and where exactly you want them to go to. It often uses SMART targets. Planning by outcome often leads to more tightly planned activities that are differentiated for individuals or small groups.
- As a result, we ensure that our medium term and weekly plans\* are clearly outcomes driven and usually differentiated by task rather than outcome.

# HOW DO CHILDREN AND THE TEACHER MEASURE PROGRESS?

Things to consider and what we do at Arnside School:

National Curriculum Expectations ( Standards of Attainment)

We need a clear Progressive Route to the Expected Standard that children understand.

Each progression should be flexible and adaptable to enable all children to succeed

Link each progressive step to a task, progression is TASK RELATED in Key Stage 2.

In Key Stage One, we use a Statement Based System using the National Curriculum to work on key fundamental skills.

In Foundation we link the PE tasks and lessons to the National Curriculum Gross and Fine Motor Skills.

Personal Targets should be adhered to during the lessons as this provide differentiation.

Vulnerable Groups have scaffolding systems to support them.

# PEDAGOGY IN PRACTICE: A WORKING EXAMPLE OF APPLYING PEDAGOGY TO DEVELOP LEARNING IN P.E.

## Behaviorism

At the start of the lesson we have routines around safety, we apply Stimulus by giving task choices, using interesting resources and asking children to reflect on their experiences of the subject, this is the Sensory Memory Stage.

## Social Constructivism

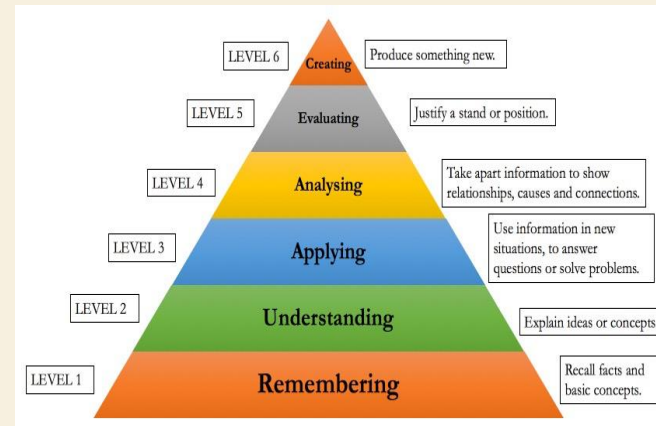
Children learn by working collaborative way, using group inquiry, debates and peer discussion to share learning. Questions can help keep the focus aligned to the outcomes and allow the teacher to listen in and assess what has been learned. A informal test at the end will provide evidence of leaning.

## Constructivism

During the lesson we construct new learning by stopping either as a whole class or in groups to ask questions about previous learning to link concepts and reinforce information and facts. This is the Working Memory Stage .

# SKILFUL QUESTIONING: THE BEATING HEART OF GOOD PEDAGOGY

- Perhaps the most well-known questioning framework is Bloom's cognitive taxonomy (1956), later revised by Anderson and Krathwohl (2001). In this six-level hierarchy, lower-order questions gauge comprehension; medium-level gauge knowledge application, and higher-order questioning elicits synthesis, analysis and evaluation.
- **Knowledge**  
'Can you remember...?'
- **Comprehension**  
'Tell me how this works...'
- **Application**  
'Where else have you seen this pattern?'
- **Analysis**  
'Explain to me what is happening here?'
- **Synthesis**  
'What conclusions can you draw from this?'
- **Evaluation**  
'Can you measure how effective this is?'
- Paramore J (2017) Questioning to stimulate dialogue. In: Paige R, Lambert S and Geeson R (eds) *Building skills for Effective Primary Teaching*. London: Learning Matters.
- Samson GK, Strykowski B, Weinstein T and Walberg HJ (1987) The effects of teacher questioning levels on student achievement. *The Journal of Educational Research* 80(5): 290–295.
- Tofade TS, Elsner JL and Haines ST (2013) Best practice strategies for effective use of questions as a teaching tool. *American Journal of Pharmaceutical Education* 77 (7) Article 155.





**AN EXAMPLE OF WORKING TOWARDS THE EXPECTED STANDARD IN A PE LESSON LINKING TASKS TO LEVELS.**

**KEY STAGE 2. OBJECTIVE IS TO SHOW A HANDSTAND SHAPE.**  
**LINKS TO FITNESS AND HEALTH: FLEXIBILITY AND**  
**CONDITIONING. 3 TASKS TO REACH ATTAINMENT LEVEL.**

**1. LONG STRAIGHT SHAPE**



**2. FRONT SUPPORT**



**3. HANDSTAND SHAPES**



# **KEY STAGE 1 ASSESSMENT IN PE. WE USE A STATEMENT BASED ASSESSMENT. WHY? BECAUSE IT GIVES THE TEACHER, CHILD AND PARENT CLEAR EVIDENCE OF WHAT THEY CAN DO AND WHAT NEEDS TO BE DONE REGARDING SKILLS AND LEARNING.**

**What skills to we provide statements for and why?**

**We focus on fundamental skill attainment, catching, throwing, kicking, running, balancing, jumping and so on.**

**Why do we develop fundamental skills?** Because these skills are the foundation skills for games in Key Stage 2 and sports in general, plus they are also key fitness and health exercises.

**Why do we use this system?**

**Because having a skill list/profile for our children gives us a clear picture of what our children can or can't do, their strengths and weaknesses. We can monitor these results and decide if we need to increase or decrease our PE skills focus.**

**In key stage one, we also recognise knowledge gained by children by logging and acknowledging that children know HOW to do the skills, this provides evidence of analytic skills.**





**EARLY YEARS ASSESSMENT IN PE. WE USE A STATEMENT BASED ASSESSMENT. WHY? BECAUSE IT GIVES THE TEACHER, CHILD AND PARENT CLEAR EVIDENCE OF WHAT THEY CAN DO AND WHAT NEEDS TO BE DONE REGARDING SKILLS AND LEARNING.**

**What skills to we provide statements for and why?**

**We focus on fundamental skill attainment, catching, throwing, kicking, running, balancing, jumping, but also incorporate Development Matters learning aspects such as 'Active Learning, Playing and Exploring, Critical and Creative Thinking'.**

**Why do we develop these skills?** Because these skills are the foundation skills for games in Key Stage 1 and sports in general, plus they are also key fitness and health exercises. The lessons are aligned to Development Matters because these learning skills are 'characteristics of learning' ( Development Matters,2020). We monitor the Development Matters in PE as they are a part of developing the whole child and PE is an effective tool for 'active learning, critical thinking and creative thinking'.

**Why do we use this system?**

**Because having a skill list/profile for our children gives us a clear picture of what our children can or can't do, their strengths and weaknesses.**

**In Early Years, we also recognise knowledge gained by children by logging and acknowledging that children know HOW to do the skills, this provides evidence of analytic skills.**

# PE ASSESSMENT IN KEY STAGE 2

In Key Stage 2 we use measure assessment by aligning our tasks in lessons to the 4 attainment strands of

Working Below the expected standard

Working Towards .....

Working at .....

Working Above.....

Each class has a 'Top Gun PE Award' chart which logs children's attainment, but also recognises effort by Providing a Gold Star for effort. Coloured stars which correlate to the attainment levels are also place onto the charts.

## **Why do we do it this way?**

By having our PE assessment linked to attainment we are aligned to the rest of the other subjects in school, this means it is easier for children, parents and teachers to understand. We acknowledge that some children will find PE challenging hence we also reward and acknowledge effort as being very a important component of being a successful person. Also, we believe that talented people need to value and understand that effort is an essential part of being successful.

## **Do children understand the assessment process?**

Children get explicit explanations regarding what tasks they need to achieve to reach the 'expected standard'.

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# PRO'S AND CON'S OF THE KEY STAGE 2 ASSESSMENT SYSTEM

- Children and teachers understand what attainment levels they are working at, it is transparent and provides clarity.
- Children know exactly what they have to do to achieve the attainment targets.
- The 'process' is valued just as much as the 'outcome'.
- Tracking progress is simple, teachers can quickly monitor progress, and children can recognise their own strengths and weaknesses.
- Some children can feel uncomfortable with their attainment levels if they are exhibited for all to see, it may be best depending on the class to keep them hidden.
- This system cannot highlight singular skills such as catching a ball, rather it makes an overall assessment of their skills over the course of a series of lessons.



# ADOPTING A WHOLE SCHOOL STRATEGY FOR QUESTIONING AND WHY QUESTIONING IS AN STRONG FEATURE OF P.E. LEARNING.

- Open questions
- Do not elicit a short answer
- Do not predetermine the reply
- Encourage the learner to talk

## Opening phrases

- **In what way ...**
- **How does this ...**
- **Tell me about ...**
- **Give me an example of ...**

Type of Technique	Benefits
Socratic	Questions help learning and assessment
Pose, Pause, Pounce and Bounce	Effective for differentiation and Inclusive
Basketball	Encourages, stretch and challenge and critical debate.

# QUESTIONING TYPES AND THEIR USES.

- **Pose-Pause-Pounce-Bounce** is a **questioning** sequence which is much more suited to elicit deep thinking. The teacher **poses** a **question**; **pauses** to allow suitable thinking time; **pounces** on one student for an initial answer; and finally **bounces** the answer to another student who builds on the response.
- **Socratic questioning** is a form of disciplined **questioning** that can be used to pursue thought in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions and to analyse concepts.
- **Basketball style** of questioning. In practice, this means posing a question and asking a certain student for an answer. Then, asking another student what they thought about that answer and then another student for a further explanation. This means the question is 'bounced' around the classroom.

# WHY MAKE SUCH A FUSS ABOUT QUESTIONING?

- **What the research says.....**
- The value of classroom questioning is well documented. Research tends to focus on the relationship between teachers' questions and student achievement; here are some of the important messages.
- **According to Wragg's (1993) research.....**
- Too often, questions from teachers are organisational, such as 'What do we always put at the top of our page to begin with?' or instructional in nature, such as 'Who can tell me what an adjective is?' and fail to develop deep learning. Wragg's early study (1993) found teachers commonly use three types of question:
  1. Management-related, e.g. 'Has everyone finished this piece of work now?'
  2. Information recall-related, e.g. 'How many sides does a quadrilateral have?'
  3. Higher-order questions, e.g. 'What evidence do you have for saying that?'
- In Wragg's study, 57 per cent of questions were management related, 37 per cent required information recall and only 8 per cent challenged higher-order thinking.
- **Consequently, as a school we can justify adopting a whole school questioning PEDAGOGY as an effective tool for learning and therefore we have a strong academic reason and research validates our Pedagogy.**
- Wragg EC (1993) *Questioning in the Primary Classroom*. London: Routledge

# CROSS CURRICULAR P.E. PEDAGOGY

- In P.E. there are always opportunities for cross curricular links.
- Our planning is often explicit in that it shows the cross curricular links.
- However, there are often opportunities which present themselves in lessons where other curricular links can be exploited and consequently I have a policy to leap on these opportunities to include other curriculum links as it enriches the children's learning experience.
- WHY SHOULD P.E. BE CROSS CURRICULAR?
- P.E. has links to virtually any subject you could think about, by exploring other subjects it can validate the reasons for learning subjects, it can offer opportunities for children to analyse relationships between different subjects and help develop the whole person and knowledge.
- “Within this (**Knowledge-engaged approach**) there is a greater emphasis on cross-curricular teaching, ensuring an understanding of how knowledge applies in a context”. ( OFSTED 2018)
- “Pedagogy that deepens subject knowledge and challenges the pupil's ability to make connections across different subject disciplines”. ( OFSTED ,2018) Available at:  
<https://cornerstoneseducation.co.uk/news/a-summary-of-amanda-spielmanns-hcmi-ofsted-latest-curriculum-update/>

# WHAT INFLUENCES OUR CURRICULUM DESIGN?

- The National Curriculum
- Development Matters
- Cross Curricular Needs
- Inter School Sport
- Our Facilities and Resources
- Teachers knowledge and qualifications
- Safety
- Seasons/Weather
- Best fit for the profile and needs of our children to help develop fitness, health, skills and knowledge

# CONCLUSIONS GOING FORWARD

- We need and have assessment is clear and concise so that teachers better understand their children's ability and critically children also understand what they must do to achieve and also develop knowledge from the assessment process.
- We know what an Arnside P.E. lesson looks like, what the lesson entails, fast paced, links to health and fitness, heart rate raised, what types of skills our children do (fundamental) why we learn those skills.
- We have a questioning pedagogy that benefits all learning types and develops constructive learning. "Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge'. (Elliott et al., 2000).
- We have have a clear planning pedagogy that uses constructive alignment so that it links the resources, the tasks and the assessment together to steer the child into learning.
- We have a cross-curricular approach in P.E. as we believe this approach improves learning and knowledge.
- We recognise what our curriculum design should include and that it is influenced by The National Curriculum, Development Matters, Inter School Sport, the seasons and the needs and profile of our children.