



Lancashire Primary Physical Education Progression of Learning

Introduction

This booklet has been written to support Lancashire Primary Schools with their planning of their PE curriculum and progression of learning to meet National Curriculum requirements through Lancashire's developmental approach to primary physical education.

In September 2019, a new inspection framework for education providers began. The most significant change from the previous inspection framework is the introduction of a 'quality of education' judgement. This combines aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (Ofsted call this '**intent**'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (Ofsted call this '**implementation**'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (Ofsted call this the '**impact**').

Intent - For curriculum leaders the intent is the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. It is important that the PE subject leader designs, plans and sequences the school's PE curriculum so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

Sources of evidence specific to curriculum intent - 179. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and the PE subject leader. Inspectors will explore:

- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills

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