



# PESSPA Conference

# wesport

INSPIRING ACTIVE LIVES



@WesportAP

#PESSPA24

*'Active Schools are  
Stronger Schools'*



**wesport**

INSPIRING ACTIVE LIVES

# Welcome!

[Wesport video](#)

## House keeping:

- Unisex toilets are opposite the Peace Memorial Hall
- Female only toilets are located in School House, by room 2 and 3
- Marketplace, informal networking, coffee breaks and lunch all taking place in Northcote House.
- Wesport staff have key fobs to access buildings.
- No planned fire drills today. If the alarm [sounds](#) we will all meet at the lawns near the dining area.



# PESSPA Conference

## 2024



### Morning

8.30-9.15

Registration, tea coffee, marketplace

9.15-9.20

Wesport welcome

9.20-9.50 Keynote: Physical Literacy  
Gethin Mon Thomas - Bangor University

9.55-10.40 Workshop 1:

See delegate poster for your choice

10.40-10.55

Tea Coffee break

11.00-11.45 Workshop 2:

See delegate poster for your choice

11.50-12.35 Whole Group Workshop:  
The OFSTED Framework  
Steve Caldecott AfPE

### Afternoon

12.35-13.35 LUNCH

+ marketplace

13.45-14.30 Practical Workshop 1

See delegate poster for your choice

14.35-15.20 Practical Workshop 2

See delegate poster for your choice

15.20-15.30

Final Remarks

\*15.30-16.00

Informal networking with Wesport staff  
for those who want to stay



wesport  
INSPIRING ACTIVE LIVES

Keynote:

Gethin Mon Thomas, The School of Sport Health and Exercise Science, Bangor University.

*Developing a positive relationship with movement and physical activity’*

@WesportAP

#PESSPA24



# Introduction to Physical Literacy

Developing a positive relationship with movement  
and physical activity

# Purpose of this session

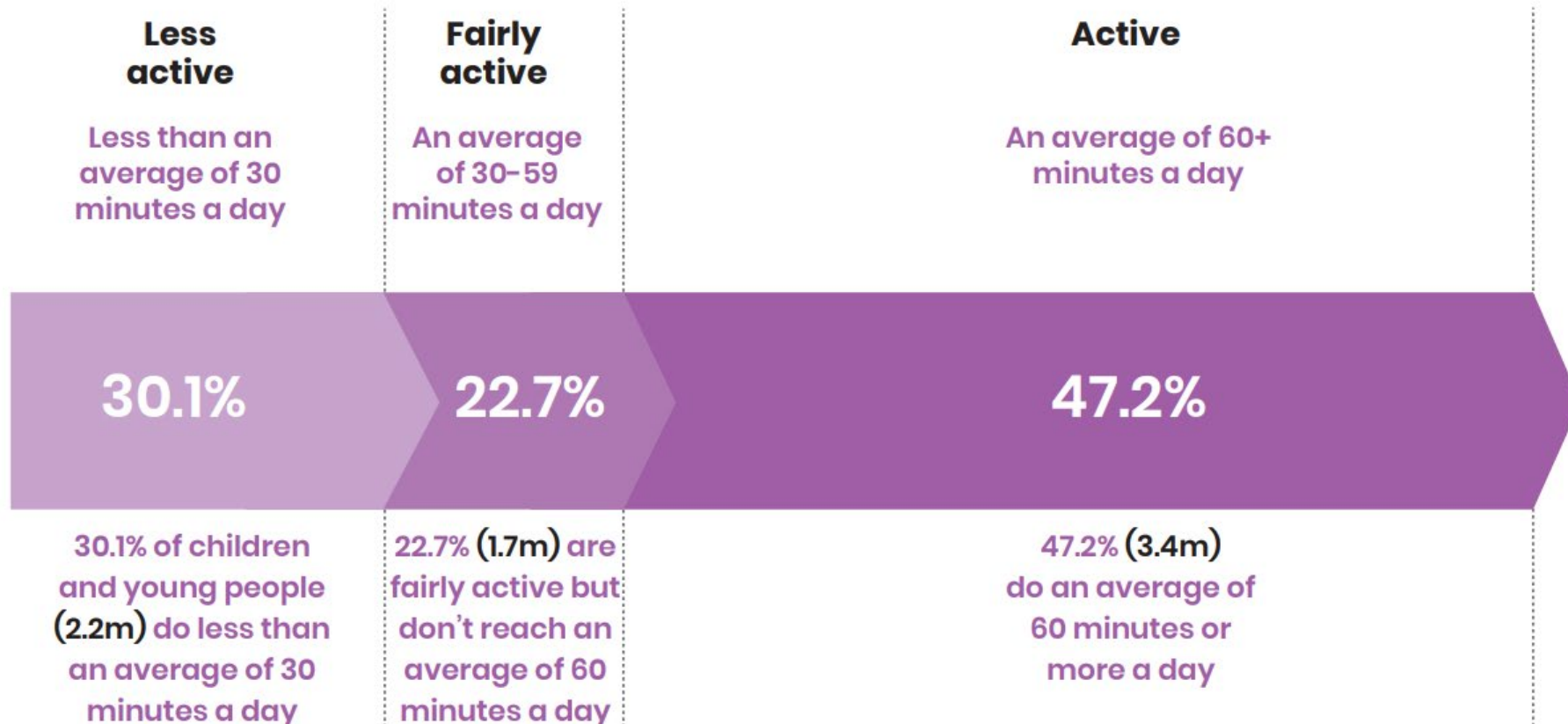
- ▶ To present a case for change
- ▶ To explore our relationship with Physical Activity
- ▶ To raise an awareness of the concept of physical literacy and how experiences can shape and influence our relationship with movement, physical activity and sport.

# Part 1

## A case for change



# National Physical Activity Data (CYP)



# Levels of activity



Note: All data relates to young people in Years 1-11 (ages 5-16).

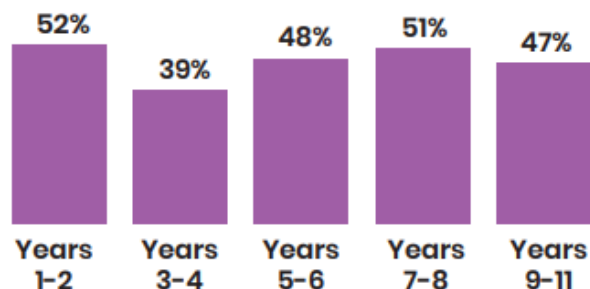


## Summary of demographic differences

Active

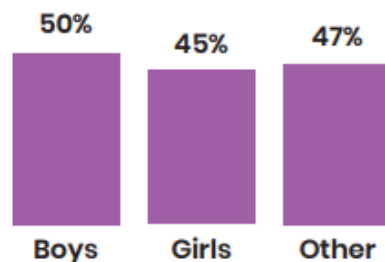
### 1 Year group

Activity levels are lowest for those in school Years 3-4 (ages 7-9, 39%).



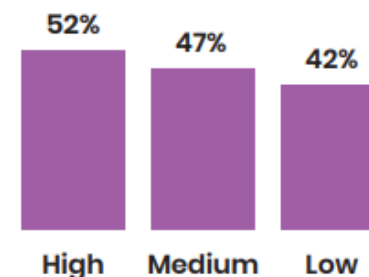
### 2 Gender

Boys (50% or 1.8m) are more likely to be active than girls (45% or 1.6m).



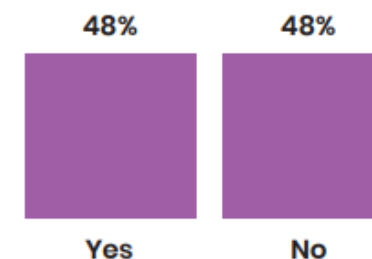
### 3 Family affluence

Those from low affluence families are the least likely to be active (42%).



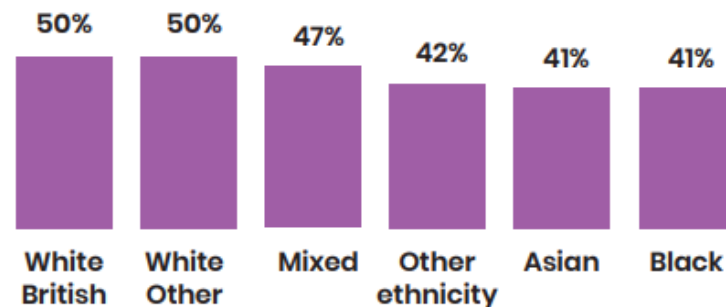
### 4 Disability and long-term health conditions

Activity levels among children and young people with a disability or long-term health condition are the same as for those without one.



### 5 Ethnicity

Children and young people with Black, Asian and Other ethnicities are the least likely to be active.



Link to data tables



See our [definitions](#) page for the full definition of each demographic group.

# Meeting recommended levels of Physical Activity



- Boys are more active than girls
- Activity levels generally decrease with age
- You are more likely to be active if you are from a higher S-E group (Swimming!)
- You are more likely to be active if you reside in a rural area
- You are less likely to be active if you are from the BAME community



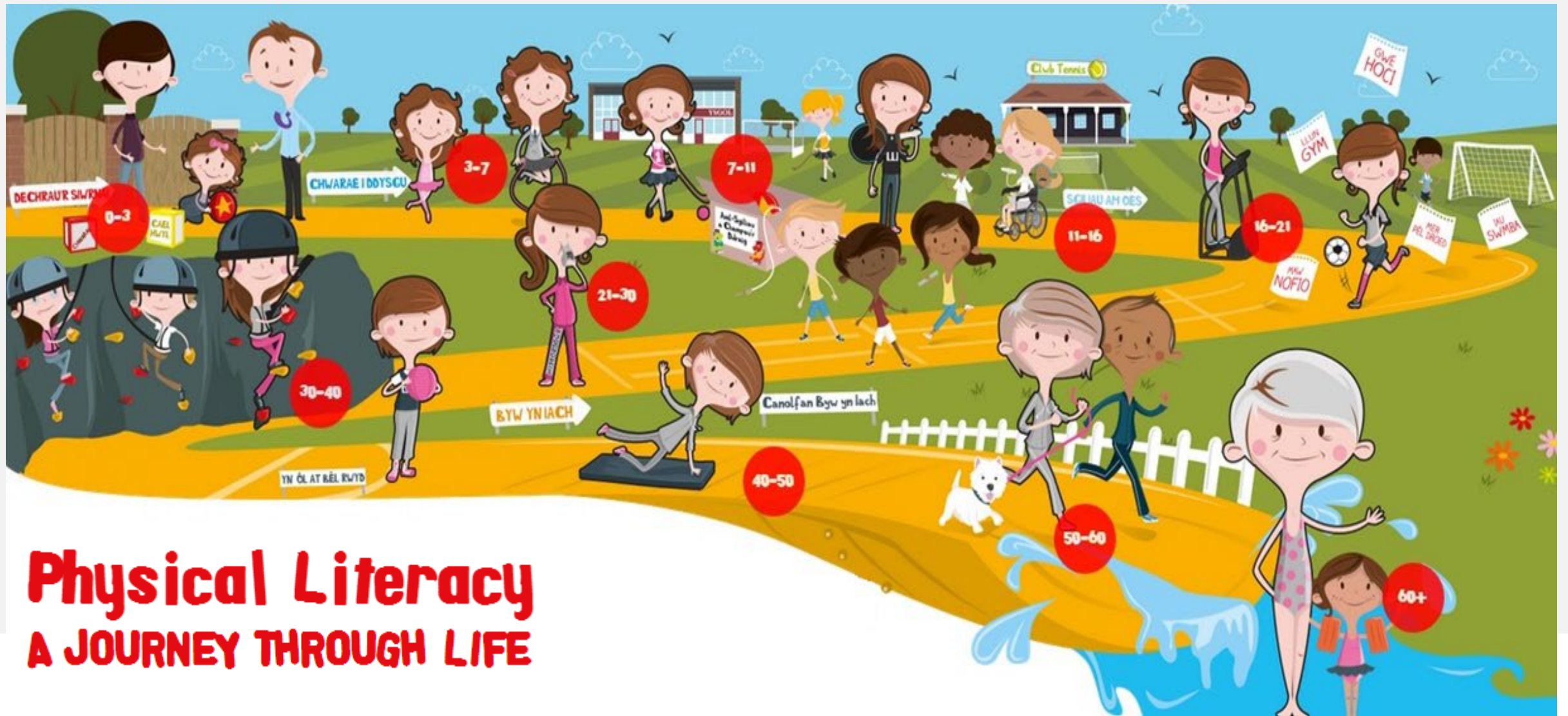
# Disucsion

Why are we as a population not engaging in physical activity?

What do you perceive are the barriers to leading a physically active life?

## Part 2

# Our relationship with Physical Activity



# Physical Literacy

## A JOURNEY THROUGH LIFE



# Amelia's journey

- What is Amelia doing and who is she doing it with?
- Who influences Amelia's journey, what might the danger points be?
- What influences our relationship with physical activity and why ?

## Part 3

# What is Physical Literacy?

# What is Physical Literacy?

Physical literacy is our relationship  
with **movement and physical activity**  
**throughout life.**

# Physical literacy is our relationship with movement and physical activity throughout life.

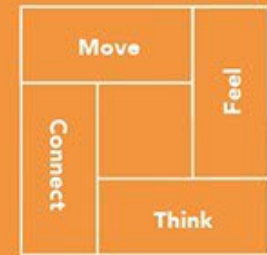
## A personal relationship

Having a positive and meaningful association with movement and physical activity.



## Movement and physical activity

How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



## Throughout life

Influenced across the lifecourse by individual, social and environmental factors.



# Understanding Physical Literacy

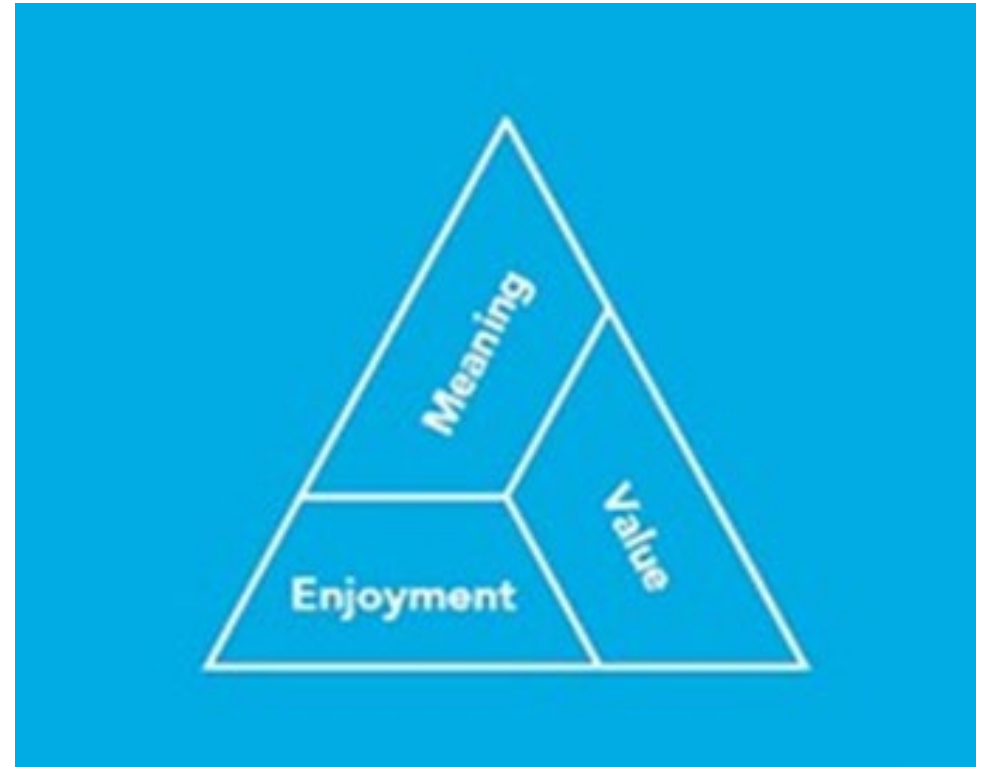
Physical literacy refers to the degree to which we have a **positive and meaningful relationship** with movement and physical activity. It's a complex and ever-changing relationship.



# Physical literacy is personal

Everyone has their own strengths, needs, **circumstances**, and **past experiences** that affect their relationship with movement and physical activity.

Our physical literacy is therefore unique, and changes over our lifetime.



Sport England consensus statement (2023)

# Physical literacy is personal

Everyone has their own **strengths, needs, circumstances**, and **past experiences** that affect their relationship with movement and physical activity.

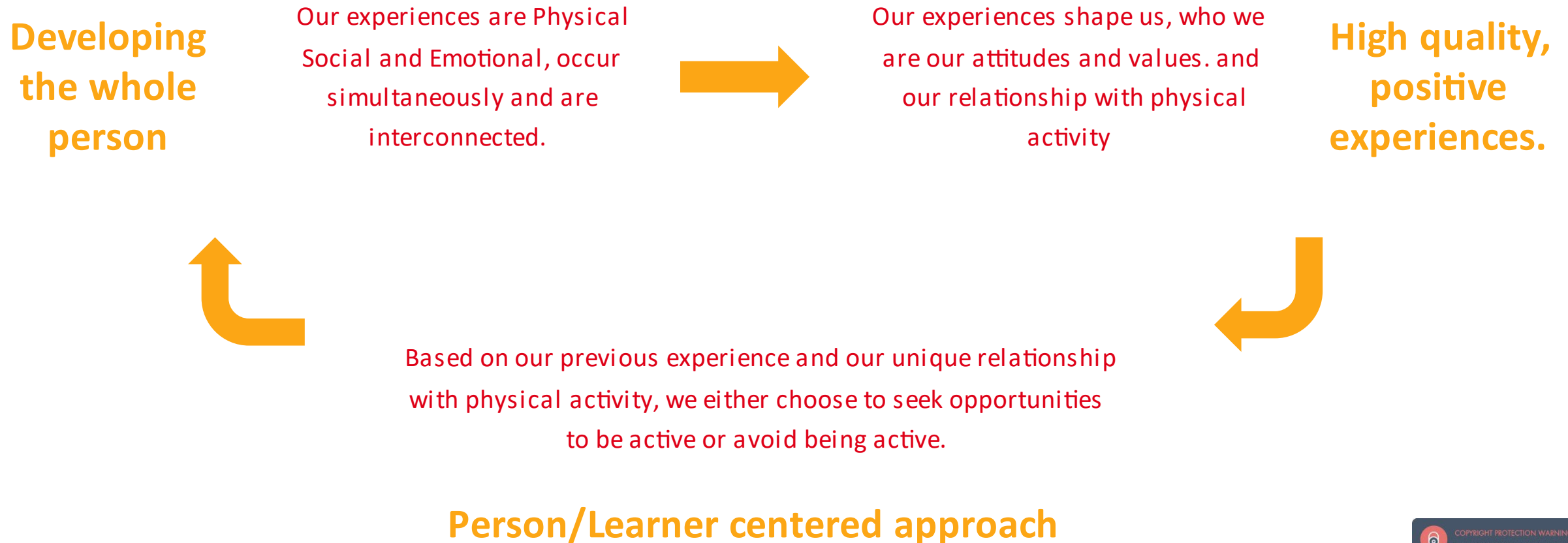
Our physical literacy is therefore unique, and changes over our lifetime.

# Understanding Physical Literacy

Physical literacy refers to the degree to which we have a positive and meaningful relationship with movement and physical activity. It's a complex and ever-changing relationship.

It reflects our connection and commitment to movement and physical activity, influenced by various factors such as our **thoughts, feelings, engagement, and experiences.**

# The impact of Social, Physical and Emotional experiences on our Relationship with movement and physical activity.



# Move, Feel, Think and Connect



# Supporting physical literacy

How we move, connect, think and feel during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we **enjoy**, **find meaningful**, and **value**, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintain an active lifestyle.

## **Movement and physical activity**

How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



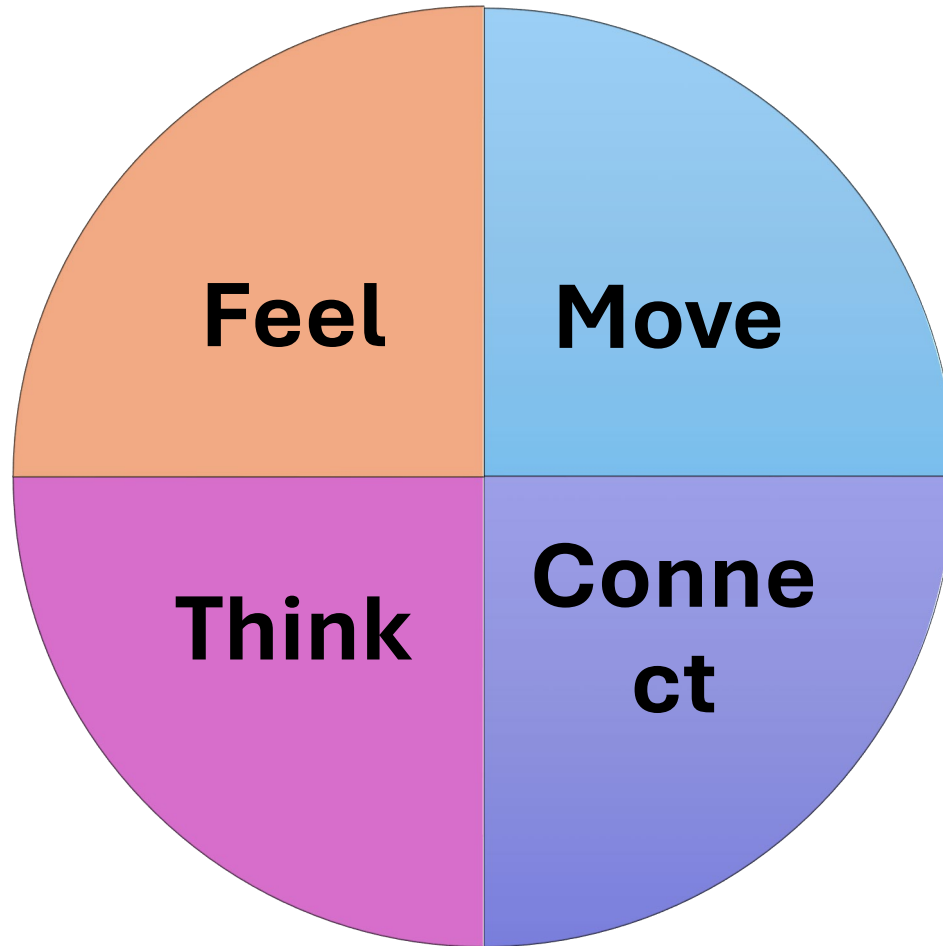
“Physical literacy can be described as the **motivation, confidence, physical competence, knowledge and understanding** to value and take responsibility for engagement in physical activities for life.” (IPLA, 2017)

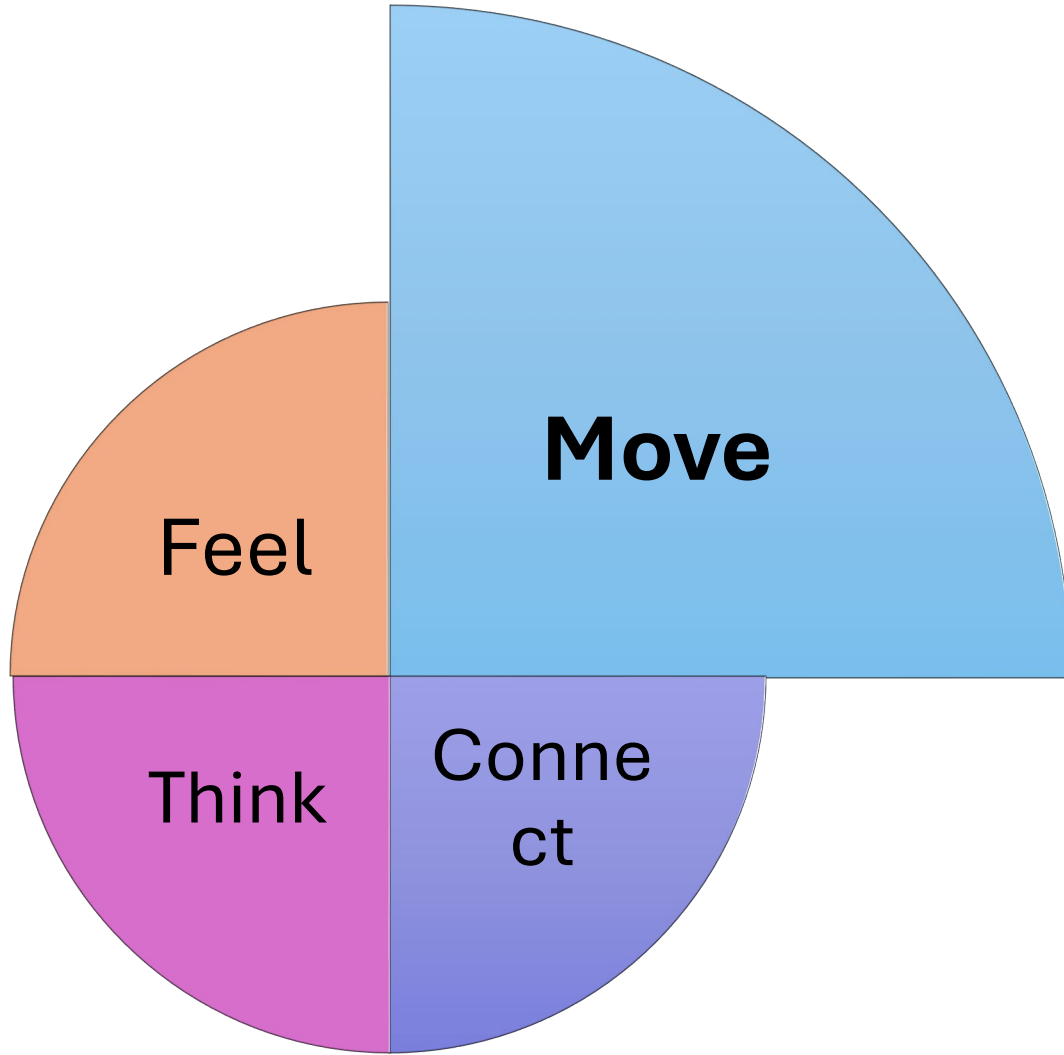
# Aligning terminology between organisations

afPE, Sport England's Physical Literacy consensus statement and the International Physical Literacy Association use different terms to refer to the same areas of learning and development.

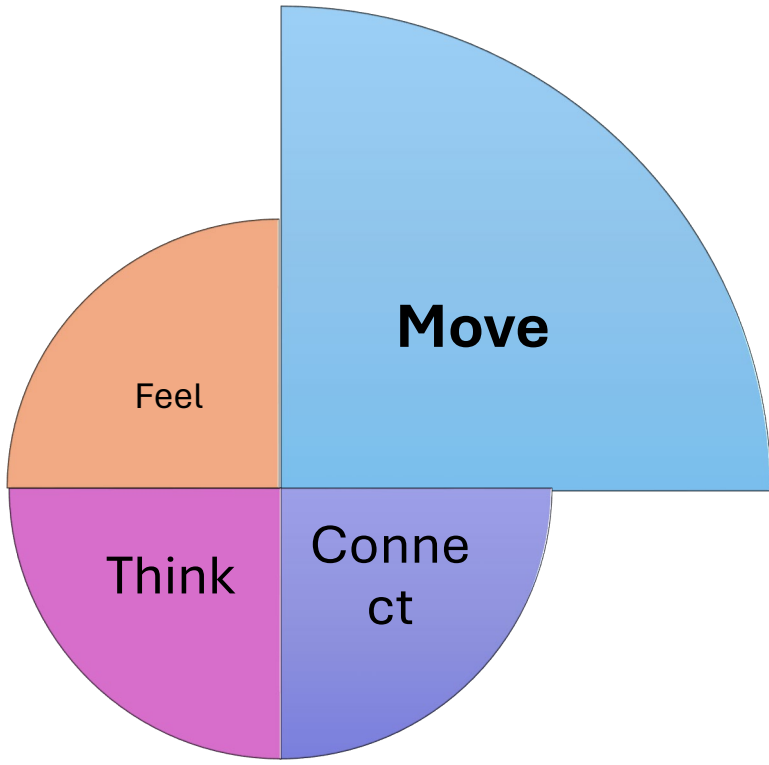
afPE	Head	Hands	Heart
Sport England	Thinking	Moving	Feeling
IPLA	Knowledge and Understanding	Physical Competence	Confidence and Motivation
Domains	The Cognitive Domain	The Physical Domain	The Affective Domain

# Understanding Physical Literacy

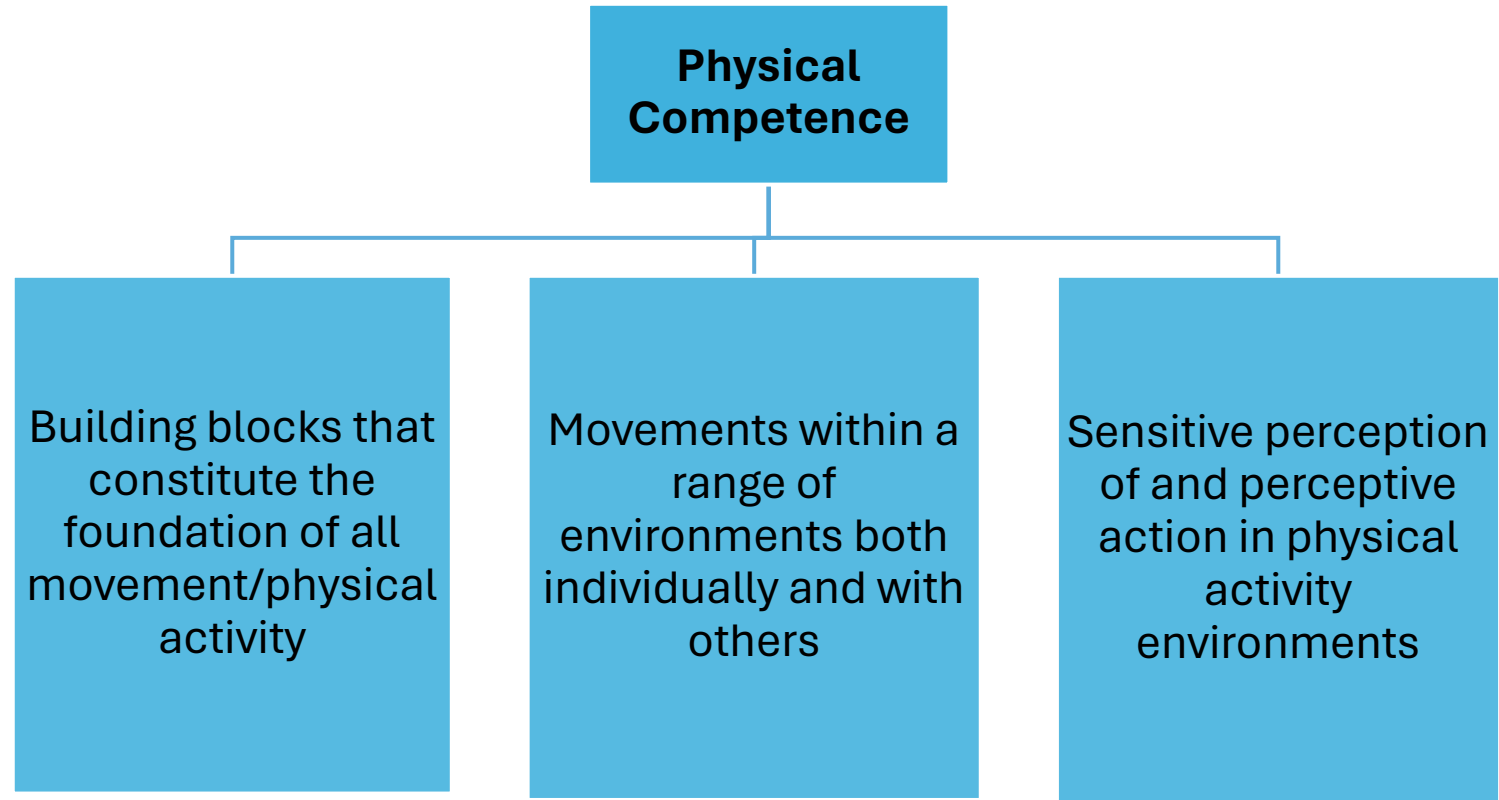


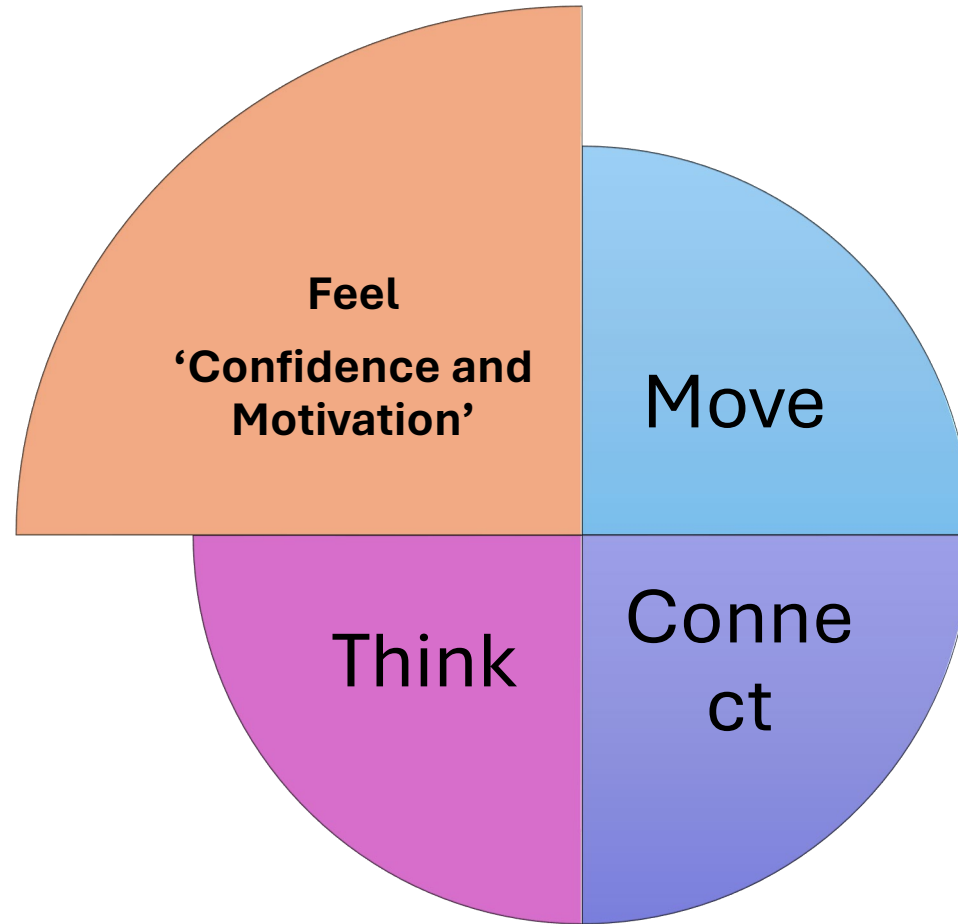






Mae'r diagram isod yn dangos y berthynas rhwng symudiad a'i ddolenni'dd mewn technegau a gweithredoedd chwaraeon amrywiol. (trefn dros yr ymyrdd)





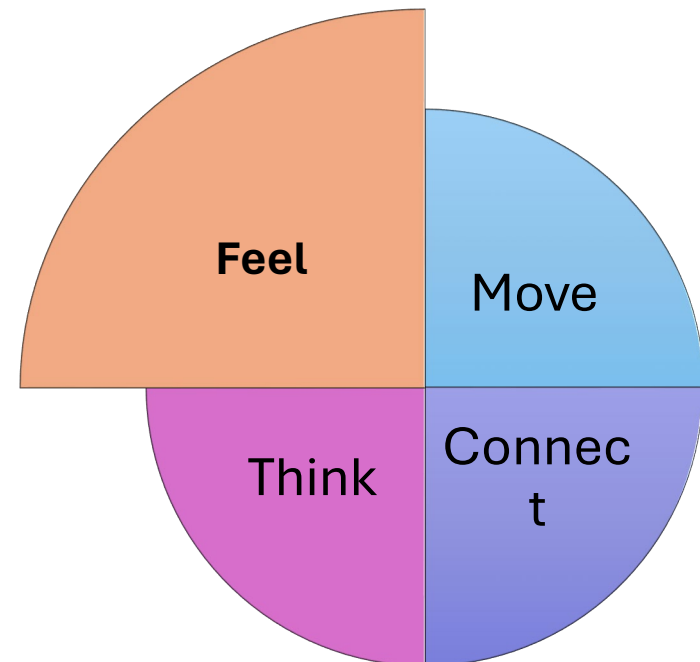


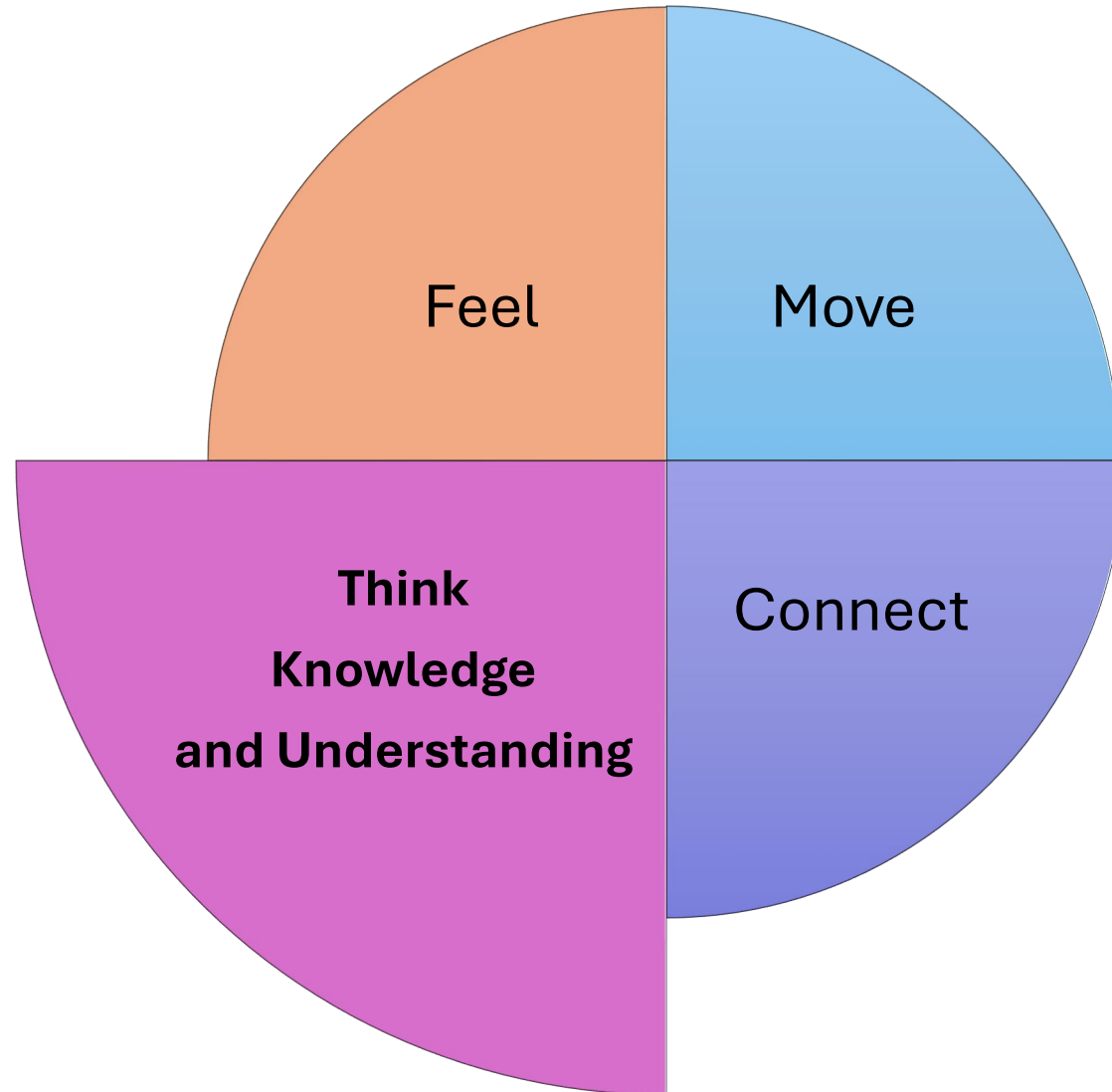
IPLA, 2017

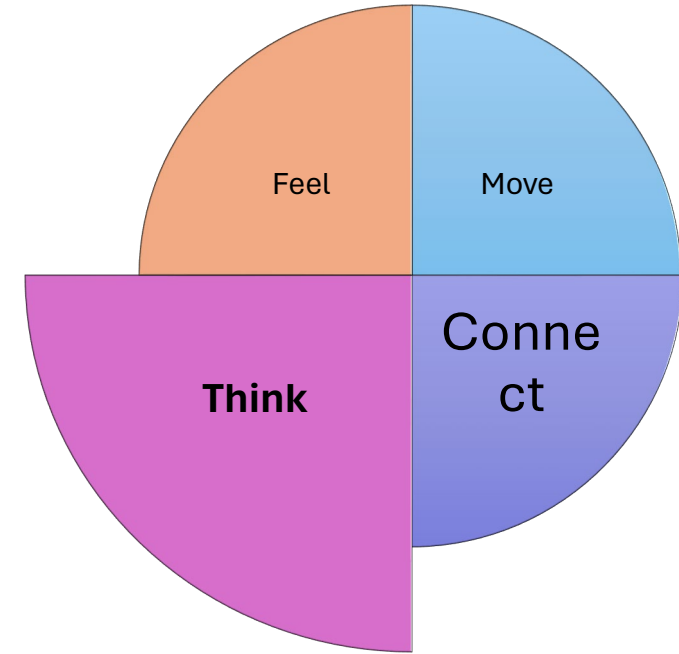
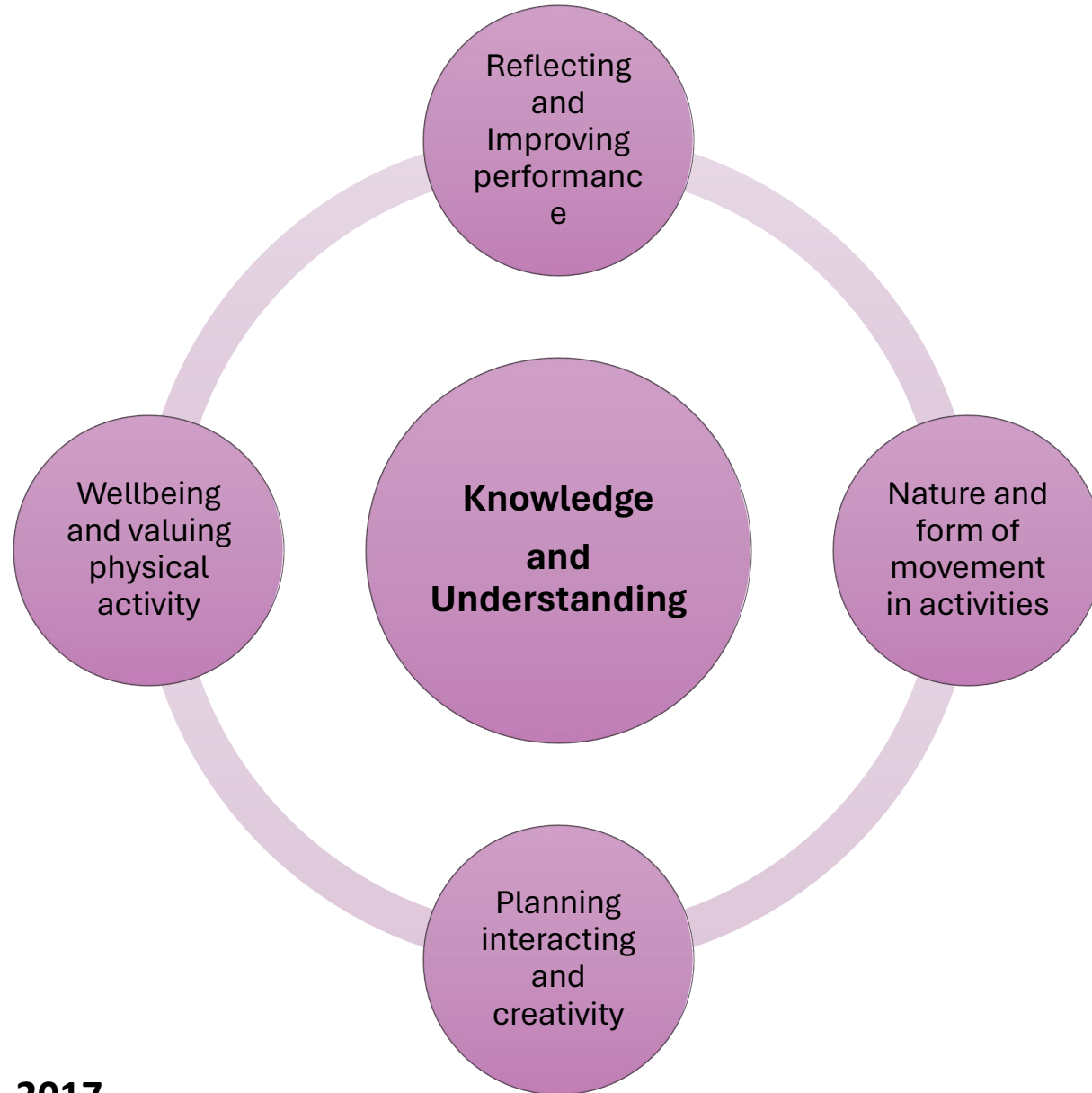
What does motivation to engage mean?

What is the connection between efficacy and belief?

How do we create an environment that results in motivation to participate and confidence to engage?







**Which element of K&U are you enabling most?**

**Select one of the three remaining elements. How could you offer an experience which develops this?**

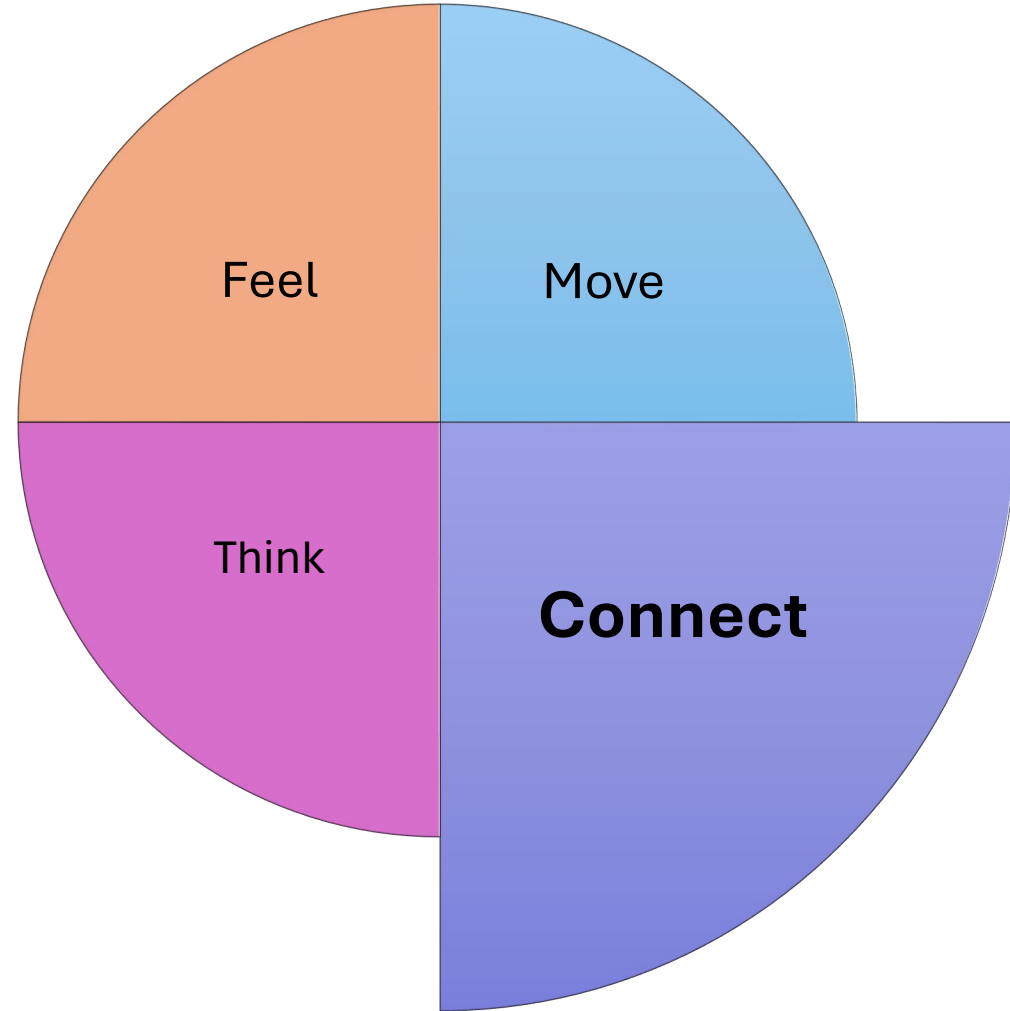
# Connect? What does this mean?

Connection with others?

Connection with the  
environment?

With our community?

With ourselves?





# Supporting physical literacy

How we move, connect, think and feel during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintain an active lifestyle.

# Why physical literacy matters

The **quality of our relationship** with movement and physical activity **profoundly influences** our choice to be active.

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active, benefiting our health, well-being and quality of life.

# Why is Physical Literacy Different?

*Physical Literacy is a concept that....*

*Offers a more **holistic, realistic and inclusive** approach to promoting engagement in physical activity **for all**, and **for life**.*

*Whitehead, 2010*

# Review – are we now:

- Able to articulate the need for change in relation to physical activity and sport
- Able to recognise how individuals' relationship with movement and physical activity impacts on the likelihood of leading an active lifestyle.
- Beginning to understand how the concept of physical literacy can shape and influence policy, strategy, behaviours, and approaches.

# Diolch yn fawr / *Thank You*

Manylion Cyswllt / *Contact details*

[g.m.thomas@bangor.ac.uk](mailto:g.m.thomas@bangor.ac.uk)

# What could Physical Literacy informed practice look like in your school?

Gethin Môn Thomas

Education, Health and Wellbeing Consultant

[g.m.thomas@bangor.ac.uk](mailto:g.m.thomas@bangor.ac.uk)

# Physical literacy is our relationship with movement and physical activity throughout life.

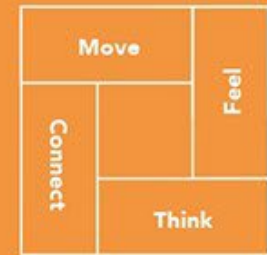
## A personal relationship

Having a positive and meaningful association with movement and physical activity.



## Movement and physical activity

How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



## Throughout life

Influenced across the lifecourse by individual, social and environmental factors.







# Our experiences affect our physical literacy

The **people** we interact with, the **communities** we are part of, the **culture** we experience, and the **places and spaces** we move in, powerfully influence our physical literacy. These influences may be positive or negative.

**Positive experiences of movement and physical activity that meet our needs and support our development encourage us to be active in the future.**

# Discussion

What do positive experiences look like?

What do negative experiences look like?

# Positive experiences

social experiences by:	physical experiences by:	emotional responses/experiences by:
<ul style="list-style-type: none"><li>▪ nurturing a sense of belonging and</li><li>▪ encouraging a culture of support and respect where each individual's contribution is valued</li><li>▪ celebrating success collectively without making comparisons between individuals</li><li>▪ creating an environment where failure is accepted as a natural part of progression and learning.</li></ul>	<ul style="list-style-type: none"><li>▪ ensuring challenge is developmentally appropriate</li><li>▪ ensuring challenge is introduced progressively</li><li>▪ consulting with and broker challenge with the performer (self-determined)</li><li>▪ providing appropriate<ul style="list-style-type: none"><li>○ equipment such as protective clothing to meet the prevailing conditions,</li><li>○ safe and appropriate places and spaces e.g., changing areas</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Ensuring a person-centred approach to the experience , give individuals a voice and choice</li><li>▪ ensuring activities are fun and enjoyed by all, they are success orientated and progress is visible</li><li>▪ building confidence and the belief that progress can be made</li><li>▪ celebrating achievement, no matter how small and reward effort.</li></ul>



The experience itself is  
more important than the  
activity

**WHY?**



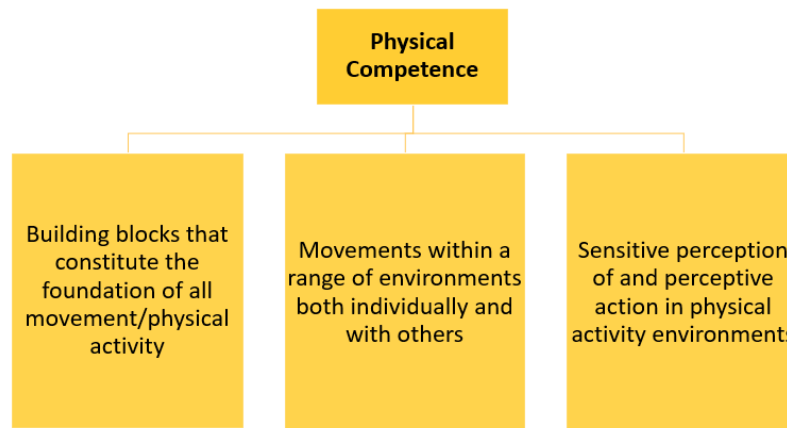
# Positive experiences achieved through pedagogical practice

# How do these factors translate into practice?



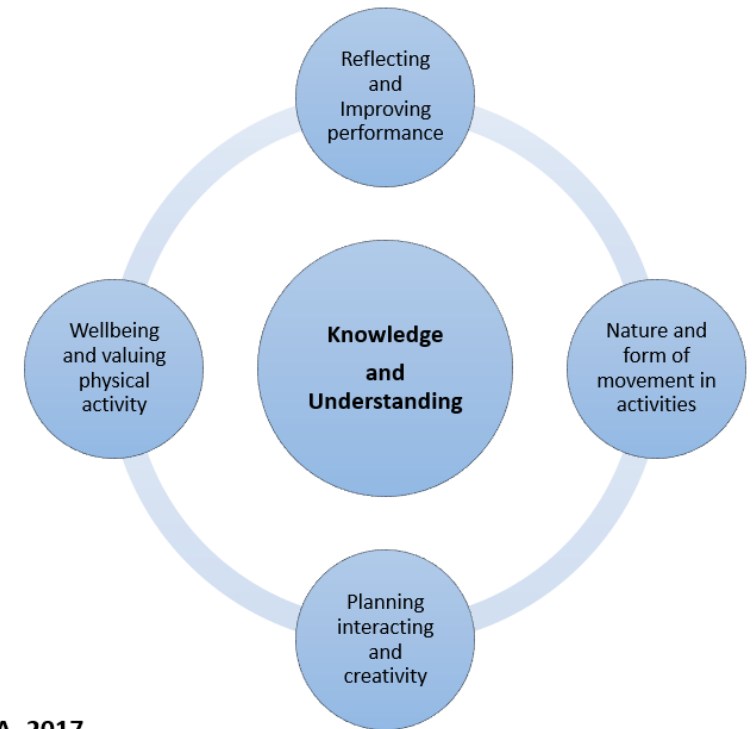
IPLA, 2017

**Feel**



(IPLA, 2017) IPLA, 2017

**Move**



**Think**



# What is effective pedagogy?

1. Effective pedagogy equips learners for life in its broadest sense
2. Effective pedagogy leads to deep/profound learning
3. Effective pedagogy recognises the importance of prior experience and learning
4. Effective pedagogy requires learning to be scaffolded
5. Effective pedagogy needs assessment to be congruent with learning
6. Effective pedagogy promotes the active engagement of the learner
7. Effective pedagogy fosters positive social, emotional and physical learning experiences
8. Effective pedagogy recognises the significance of informal learning
9. Effective pedagogy depends on the learning of all those who support the learning of others
10. Effective pedagogy demands consistent policy frameworks with support for learning as their primary focus

# TARGET - creating an empowering learning environment

<b>Task</b>	Learners are offered developmentally appropriate and differentiated ( <b>STTEP</b> ) tasks and assignments. They may also set their own short-term realistic goals using the SMART goal setting method.
<b>Authority</b>	Learners choose the task they want to complete, are given the opportunity to set up their own equipment and are allowed to monitor and evaluate their own performance.
<b>Rewards</b>	Recognition of progress/accomplishment is kept private between the learner and teacher. Learners have equal opportunity to receive rewards that are focused on promoting self-worth.
<b>Grouping</b>	Learners work individually or in small cooperative groups. Grouping may include heterogeneous or based on ability. Grouping is flexible and learner led but may also be in support of collaboration.
<b>Evaluation</b>	Evaluation is self-referenced and based on personal improvement. Progress is judged based on individual objectives, participation and effort. Assessment is therefore centred around progress and meets individual developmental needs and is focussed on mastery and a continuous dialogue between teacher and learner.
<b>Time</b>	Progression over time is recognised as a personalised journey and that progress for different learners will vary over time. Timelines for improvement are developed collaboratively.

# STTEP – differentiation and inclusion

<b>Space</b>	The playing area can either be increased or decreased. Restrictions can be placed on movement in and out of certain areas to encourage the performing of tactics or techniques.
<b>Task</b>	The time permitted to complete a task can be increased or decreased
<b>Time</b>	The tasks themselves can be varied to meet the needs of learners or versions of the same task for different learners or groups of learners. Tasks can be varied by expectation and outcome as well as role within the task.
<b>Equipment</b>	A range of equipment should be available for learners. Creating a climate where learners feel safe to self-select the most appropriate equipment is imperative. A range of different or modified equipment will support learners experience success and progression in learning.
<b>People</b>	Grouping learners can support learning. Smaller groups or larger groups can support differing levels of challenge especially if space is also increased or decreased accordingly.

# SMILES



## Safe

- Safe emotional environment
- Safe Physical Environment
- Safe Social Environment
- Safe equipment
- Safe people

# SMILES



## Maximum Participation

- Prepare the teaching space and equipment before the lesson
- Keep instructions and explanations short and simple
- Interrupt only when necessary – adopt a facilitating teaching style
- Ensure all are included and involved at all levels of decision making
- Avoid any form queueing – unless its unavoidable – **creates a performance orientated arena (SAFE???)**

# SMILES



## Involved

- Ensure all lessons are child centered and not activity/sport focused – learner focused progression
- Ensure you give the pupils a voice and listen
- Provide as much autonomy of decision making as possible
- Encourage a sense of ownership over the experience and where possible strive for a sense of authorship
- Encourage pupils to decide on equipment to match their needs e.g., target size/distance, ball size/texture, racket/paddle/bat etc.
- Celebrate achievements as individuals

# SMILES



## Learning takes place

- Scaffold lessons using assessment for learning principles – share learning intentions, success criteria and facilitate pupils reflection of progress against the success criteria set.
- Model learning and provide visual, verbal and where appropriate physical/mechanical guidance.
- Use STTEPS to gradually introduce challenge and differentiate tasks to meet individual needs
- Provide opportunities for pupils to apply STTEPS themselves.
- Focus on progression and ensure future progress is determined by the pupil.
- Provide opportunities for pupils to reflect on what they can do and why and what they think they need to do to improve.
- Encourage pupils to talk about what they have learned
- Provide regular opportunities for **Self** and **Peer** assessment (assessment as learning)



# SMILES



## Enjoyment

- Children and young people are more likely to enjoy what they are doing if they are given opportunities to:
- Choose partners and groups they work with – this provides a positive social and emotional experience
- Determine for themselves strengths and areas for improvement
- Set their own targets
- Select equipment appropriate to their needs such as e.g., target size/distance, ball size/texture, racket/paddle/bat etc.
- Decide for themselves how to adapt the activity to meet their individual needs



# SMILES



## Success Orientated

Children and young people will achieve success if:

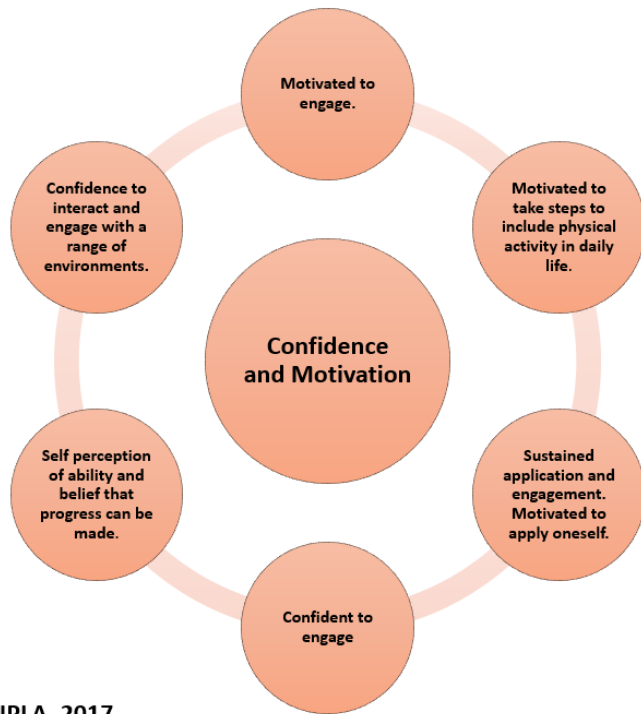
- They feel **SAFE** and are willing to learn from mistakes without fear of blame or criticism
- Activities are appropriately challenging and tailored to the individuals' **stage** of development using e.g., **STTEP**
- Progress is visible (use assessment for learning principles to share learning intentions and success criteria and regularly visit these to track any progress made)
- They are encouraged to reflect on progress made and celebrate achievement no matter how small
- Teachers recognize and comment on progress and achievement no matter how small
- Children and young people's aspirations will be raised by experiencing success

# Part 4

## Physical Literacy and Curriculum Design

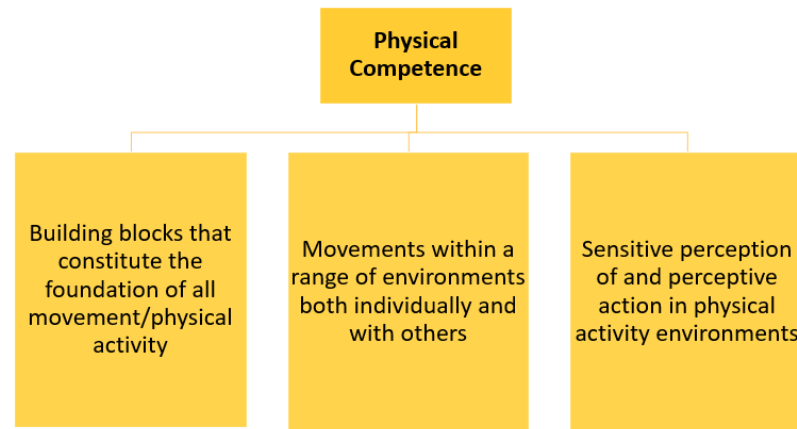
The process of curriculum design should determine what knowledge, skills and experiences will support learners to progress both in the short term and over time, and how these should be sequenced.

# Translating Physical Literacy into learning?

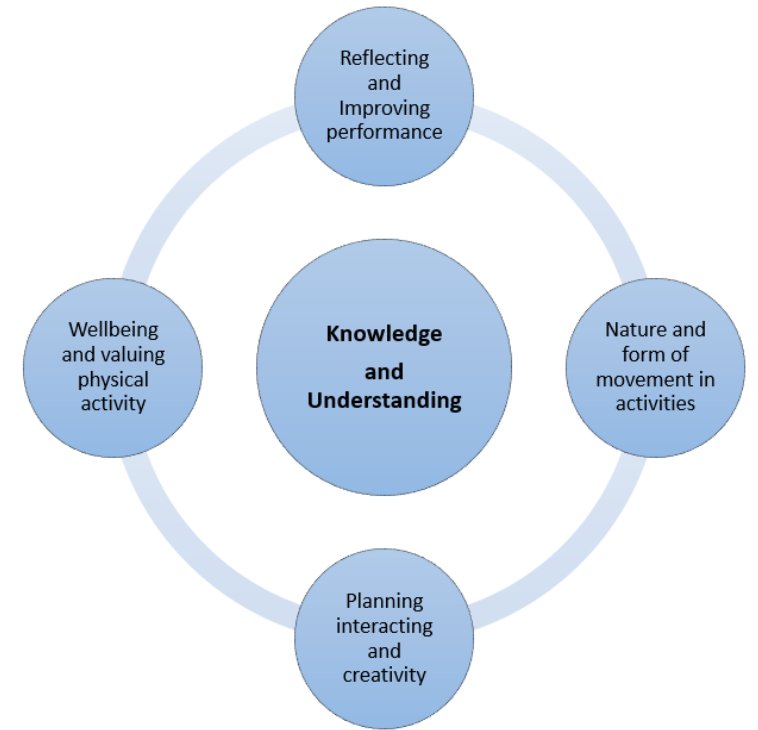


IPLA, 2017

**Feel/Heart**



**Move/Hands**



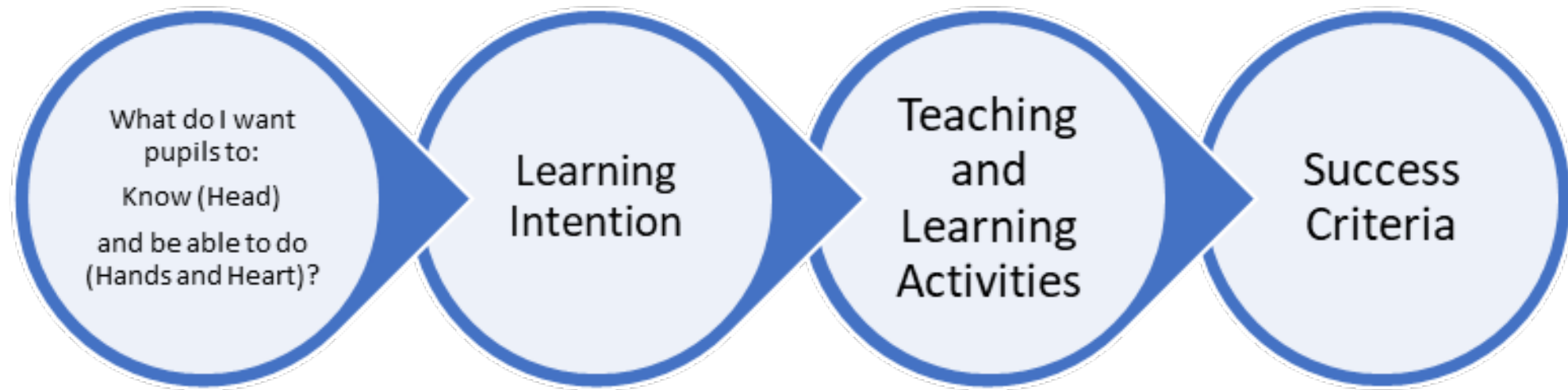
**Think/Head**

# Considerations when planning for learning with purpose:

1. What **Knowledge and understandings** are essential for learners to develop?
2. What will learners know and understand as a result of this learning?
3. Will this knowledge support their progression towards the aims of physical education?
4. How will this learning be transferred from familiar to unfamiliar and changing contexts?

1. What **skills** will learners need and develop over time?
2. What will learners be able to do as a result of this learning?
3. Will this skill enable learners to make progress towards the aims of physical education?
4. How will this learning be transferred from familiar to unfamiliar and changing contexts?

# The Learning Journey



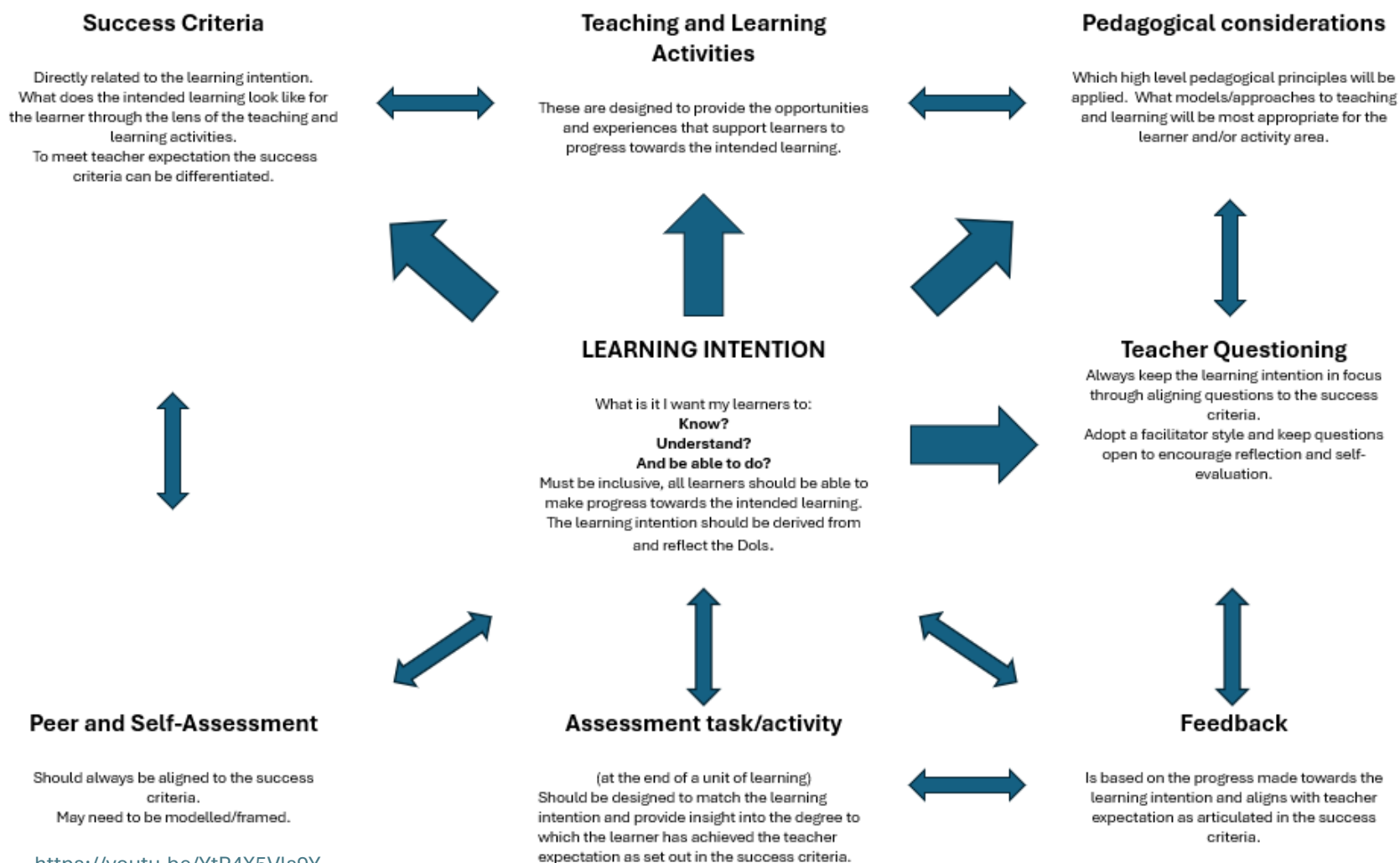
Where are you trying to get to?

How will you get there?

How will you know you have arrived?

Principles of Inclusion incorporated into planning for progress in learning

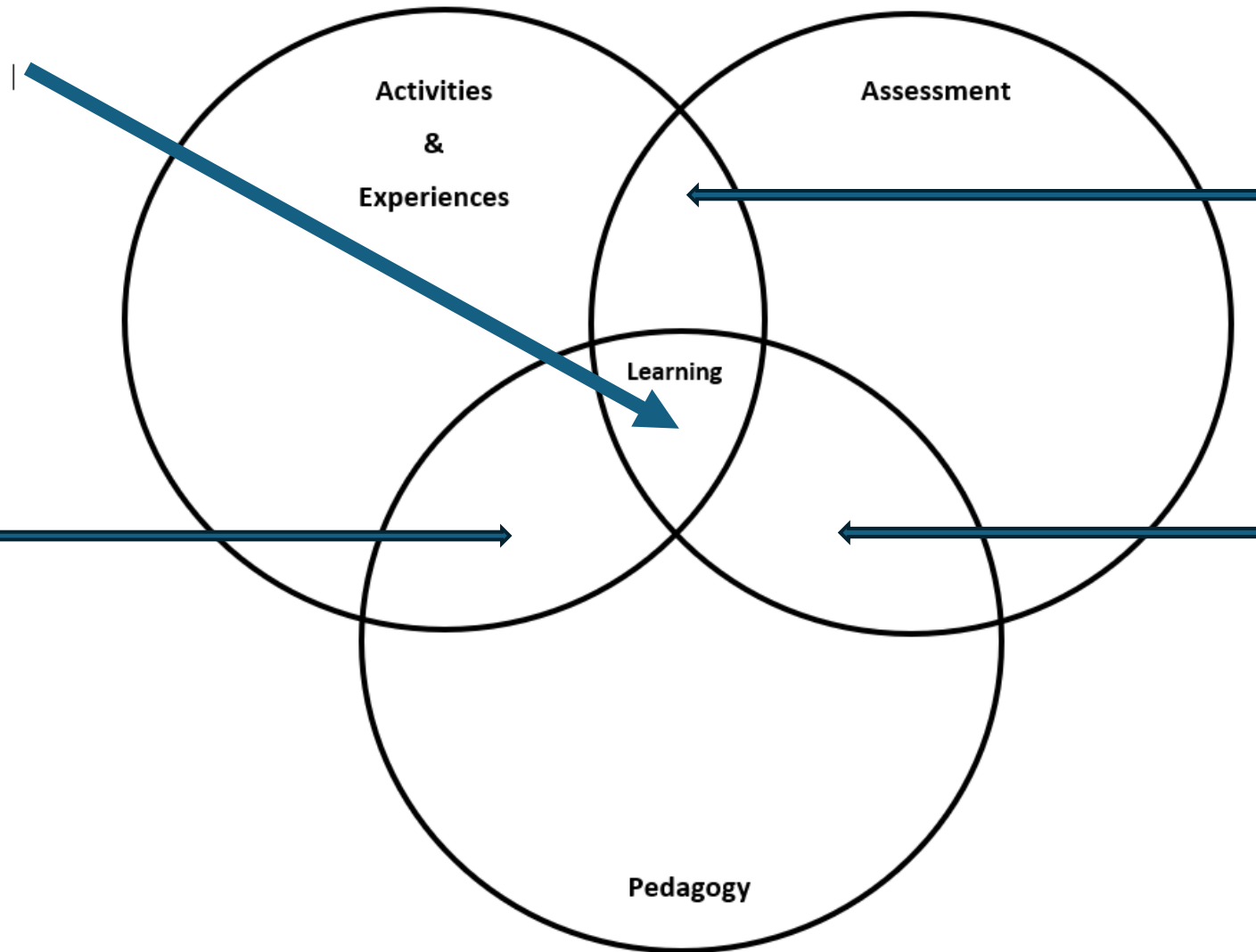
# The centrality of the Learning Intention



<https://youtu.be/YtP4X5Vls9Y>

**Learning  
Intention**

**Applied  
pedagogical  
considerations  
e.g., Models**



**Success Criteria**

**Assessment for  
Learning-  
formative  
feedback etc**



# How can Physical Literacy inform our practice

Understanding physical literacy can inform our policies, strategies, influence our behaviours and our approaches to providing opportunities and experiences in physical activity and sport!

# Policy, and school culture.

Q. How can we make movement a normal part of everyday life?

A. We must change culture through leadership!

“Culture does not change because we desire to change it. Culture changes when the organization is transformed – the culture reflects the realities of people working together everyday.” (Steve Jobs)

Promoting physical activity through schools requires leadership in six domains (WHO)

A school policy reflective of the domains, provides a framework of accountability that supports the work of Inspiring and Influencing Change.



# Review:

- ▶ Are you now aware of the benefits of movement and physical activity in support of learner outcomes?
- ▶ Aware of the connections between movement and mental health and the relationship we have with movement and physical activity?
- ▶ Ready to lead and do things differently, bringing about a cultural change in your setting?

# Diolch yn fawr / *Thank You*

Manylion Cyswllt / *Contact details*

[g.m.thomas@bangor.ac.uk](mailto:g.m.thomas@bangor.ac.uk)

# PLAY THEIR WAY

How we put children's voice at  
the heart of physical activity

**March 2024**

Nicky Harverson





A collective of like-minded organisations looking to support coaches in implementing child-first coaching in their practice.



Child Protection in Sport Unit



UK YOUTH





## Activity

In your groups I want you to **DRAW & TALK** about your childhood memories around play?

Places you went  
Friends you shared time with  
Trusted adults who supported  
Groups you were part of

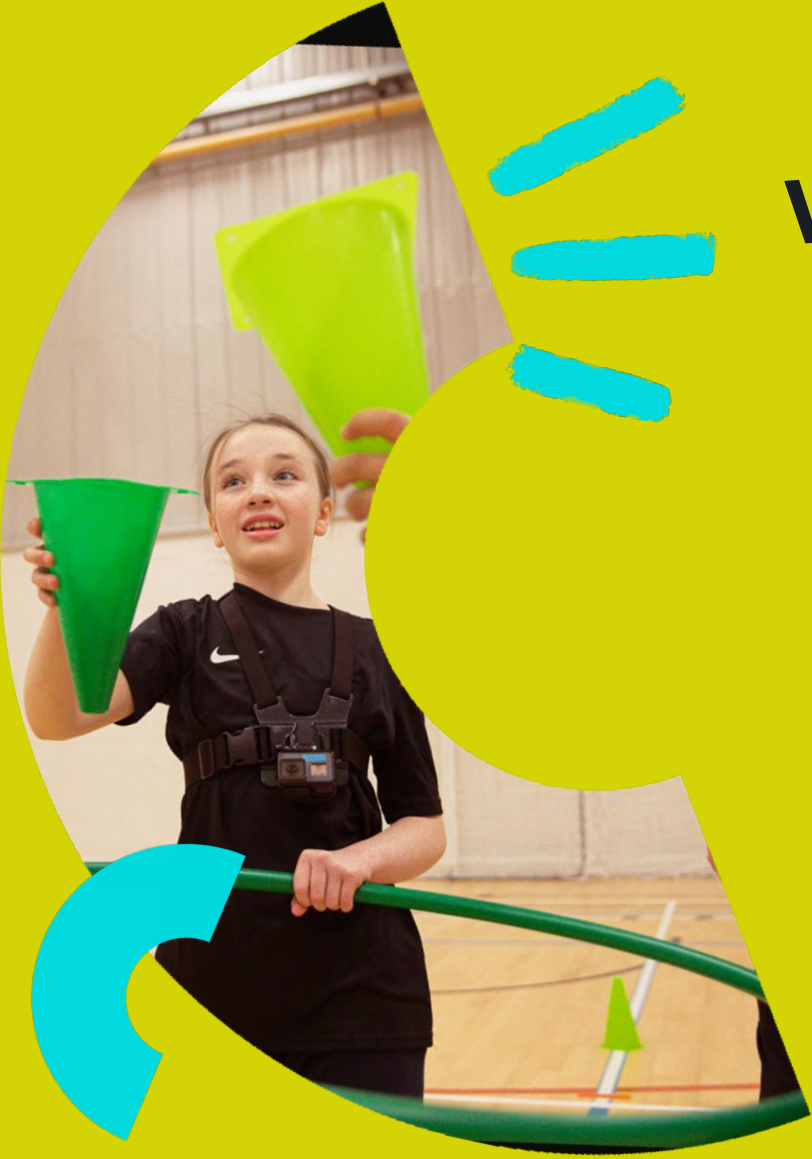




# Question

What three words  
best describe your  
conversation?





## What we're going to cover:

- What is Play Their Way?
- Child-first coaching
- Tools and resources available
- How you can put Voice, Choice and Journey into your sessions

# OUR TRUTHS

Our fundamental truths rest on every child's right to be heard, to play and to develop.



**The right  
to be heard**



**The right  
to play**



**The right  
to develop**

# Child-first Coaching



**Voice:** Children and young people have the right to express their views, which are acted on together in a meaningful way.



**Choice:** Children and young people have the right to play and shape what play looks like.



**Journey:** Children and young people have the right to develop holistically, in their own way.

# Why?

**More than half (53%)  
of children in  
England do not get  
enough exercise**

**Less than half (47%)  
of children strongly  
agree that they enjoy  
being active**



**...and even fewer  
girls, teens, kids  
from less affluent  
families and from  
some ethnically  
diverse communities**



**No  
enjoyment**



**Low  
confidence**

**Fear of  
failure**

**Too much  
focus on  
winning**

**Inaccessibility**



**Peer pressure /  
social media**

**Bullying**

**Body image**

**Pushy  
coaches and  
parents**





## OUR VISION

For **all** children and young people –  
regardless of age, background, or ability  
– to have equal opportunities to  
experience sport and physical activity  
that respects and promotes their rights.





## OUR PURPOSE

To put every child and young person at the centre of our coaching practice so more children and young people will enjoy their rights.



**A shift from...**

**COACH DOWN**

**CONTROLLED  
ONE-SIZE-FITS-ALL  
COACH CREATION**



**To...**



**CHILD UP**

**RESPONSIVE  
INCLUSIVE  
CO-CREATION**





# Question – Where would you currently place yourself?

3. Watching  
from the  
stands – Ready  
to support,  
need to find  
out more.

2. Warming  
up – Thinking  
about it,  
almost ready  
to go.

1. On the  
pitch –  
Already  
doing some  
of this.





# Tools & Resources



**The coaching compass**

**Articles and sport-specific content**

**Research and insights from coaches and young people**



**Top tips and how-to guides from coaches and experts**

**Podcast series & Children's rights animation (coming soon)**

**Video case studies**



# Activity

You have three cards in front of you

Voice – Choice – Journey

1) Pick one right now and then write down something you already in this space

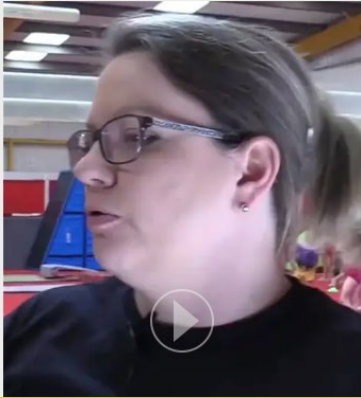
2) Now walk around the room and find others with the same card and swap ideas



# Ways you can engage...

## Social media

#playtheirway



[info@playtheirway.org](mailto:info@playtheirway.org)

## Register to support the movement



**Coach**

JOIN THE COMMUNITY



**Organisation**

SUPPORT THE MOVEMENT



## Join a monthly coach catch-up:

## Help to spread the message or share your story

1

### Join the Movement.

Connect with our child-first coaching community and uplift children and young people's voice, choice and journey in sport and physical activity.

2

### Build the Movement.

Shape the building blocks of child-first coaching and champion the movement with other coaches, organisations and networks. One great coach can have a ripple effect on an entire community.

3

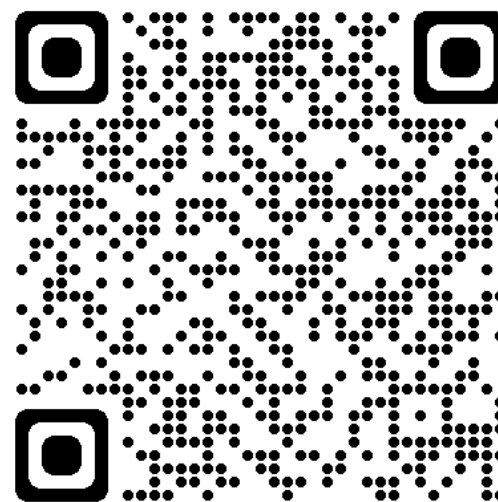
### Be the Movement.

Become a trailblazer for child-first coaching in your organisation and beyond, get the movement in front of decision-makers and create lasting change.



[https://youtu.be/Bj\\_uABoSx60](https://youtu.be/Bj_uABoSx60)

[www.playtheirway.org](http://www.playtheirway.org)





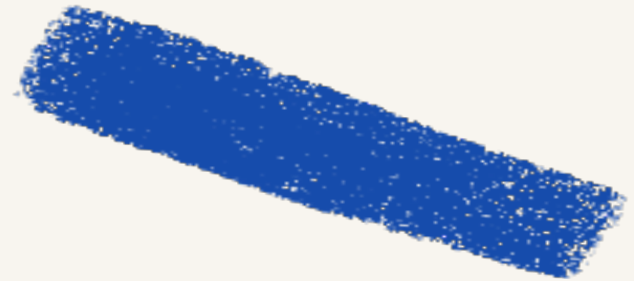


**Any  
questions?**





**Thank you!**





March 2024

# The Role Of The Lead Inclusion School

Share. Network. Collaborate.

**Kris Tavender**

[kris.tavender@warmleyparkschool.org.uk](mailto:kris.tavender@warmleyparkschool.org.uk)

**Warmley Park School and College**  
**Lead Inclusion School – West of England**

## House Rules (!)

1. Confidential (about others).
2. Sensitive (to others).
3. Participatory (respect others).
4. Questions...today are great, but after today even better! There the journey begins...

# A little about me...

To provide meaningful PE and schools sports access and opportunities for all SEND 4–19-year-olds in the **West of England** area.

**With you...?**

**All together...?**

## All about today... (objectives)

1. Understand the role of **YOUR** Lead Inclusion School
  - i) Staff CPD
  - ii) Leadership Opportunities for People with SEND
  - iii) Inclusive School Games Event
2. How can YOU help? *Think – we'll come back to this!*

# What is the YST?

## Active Partnerships?

## Lead Inclusion School?



**YOUTH  
SPORT  
TRUST**



# Warmley Park School and College





# 1. Understand the role of **YOUR** Lead Inclusion School

## i) Staff CPD

- Provide ongoing CPD for teachers and teaching assistants.
- A range of inclusive programmes which can be adjusted for school need.

- **What do you need?**
- **Who is it for?**
- **What will the outcome be?**
- **This is NOT a cop-out...this is the start!**

## 1. Understand the role of **YOUR** Lead Inclusion School

### ii) Leadership Opportunities for People with SEND.

- Raising aspirations of young people with SEND & those that support them to realise their potential in and through PESSPA.
- Embedding student voice to ensure provision meets the needs of all pupils.

- **Aiding participation (for Primary CYP in mainstream with SEND).**
  - **Disengaged, inactive, unhappy.**
- **Enabling Leadership (for Secondary CYP with and without SEND).**
  - **Invite, empower, include.**
- **Strive for true Youth Voice.**
  - **Voice, choice, advocacy.**

# 1. Understand the role of **YOUR** Lead Inclusion School

## iii) Inclusive School Games Event

- **Where have you been?**
- **What have you done?**
- **Where do you WANT to go?**
- **What do you WANT to do?**
- **Have aspiration. You are allowed! It is THEIR right!**

## 2. How can YOU help?

- **Inclusive Health Check (School Games dashboard).**
- **Ask for help.**
- **Get involved.**
- **Offer help.**

# MY VISION

To provide meaningful PE and schools sports access and opportunities for all SEND 4–19-year-olds in the **West of England** area.

**With you...?**

**All together...?**

## Ask yourselves...

**Who helps you?**

**Who do you work with?**

**Who would you like to help you?**

**Who would you like to work with?**

**You have a RIGHT to expect collaboration.**

**They have a right to expect collaboration.**

**Everybody does.**

## All about today... (objectives) ...**did we?**

1. Understand the role of **YOUR** Lead Inclusion School
  - i) Staff CPD
  - ii) Leadership Opportunities for People with SEND
  - iii) Inclusive School Games Event
2. How can YOU help?

March 2024

# The Role Of The Lead Inclusion School

Share. Network. Collaborate.

**Kris Tavender**

[kris.tavender@warmleyparkschool.org.uk](mailto:kris.tavender@warmleyparkschool.org.uk)

**Warmley Park School and College**  
**Lead Inclusion School – West of England**



# **5 things your PE curriculum might be missing to level the playing field**





# Outcomes

- Identify the most **common mistakes** around curriculum planning and how to avoid them.
- Develop a broader understanding of what a joined up and **coherent curriculum** looks like.
- Establish **clearly defined 'ends points'** and identify how to achieve them.



# Teacher knowledge and confidence

**‘Many staff have sufficient subject knowledge to provide effective explanations and demonstrations. However, too often teaching is not quickly adapted in response to pupils’ misconceptions and gaps in knowledge.’**

**Common Misconception**  
Providing lesson plans is enough.



**What are you doing to support your staff ?**



# Building skills

**‘Many pupils across key stages 1 and 2 were not secure in FMS.  
These skills were often not targeted explicitly and  
consistently enough in lessons.’**

## Common Misconception

Just playing games or sport is enough to teach children the skills they need

**Are FMS explicitly referenced and taught at your school?**





# Building knowledge

**‘The curriculum design does not give them (pupils) the time they need to build knowledge and develop relative fluency before moving on to a new activity that requires prior learning.’**

## **Common Misconception**

Learning new content every lesson is important

**Do your children know how to be good at PE ?**



# Developing a coherent curriculum

**‘The activities in the curriculum were dominated by invasion-based games, such as football, basketball and netball. Other activities to be taught to match the ambition of the National Curriculum, if taught, were often given significantly less curriculum time and content was rarely revisited over time.’**



**Common Misconception**  
Ofsted and the National Curriculum  
require you to teach all the sport  
and activities mentioned

# Developing a coherent curriculum

‘However, it is not always clear how what is being taught or the order of teaching in the curriculum are supporting all pupils to know more and do more in PE. As a result, many curriculums lack coherence.’

## Common Misconception

It is important to teach a wide range of sports and physical activities in the curriculum.



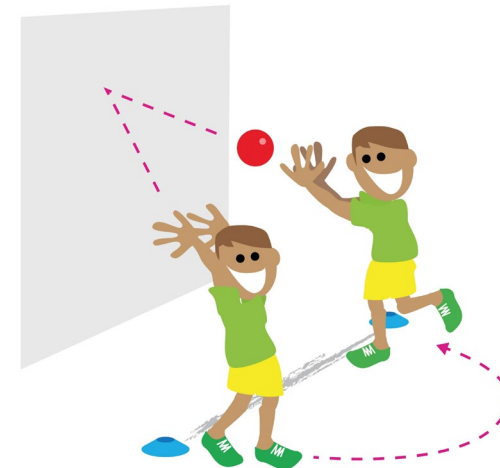
Do you know the ‘end point’ of your curriculum?



# Developing a coherent curriculum

‘In many schools, decisions on which physical activities and sports to include in the curriculum was heavily informed by extracurricular competitions. This meant that some of the sports and physical activities included were not always the most appropriate for teaching the knowledge that leaders wanted all pupils to know and remember.’

**Competence** = confidence, motivation and enjoyment and ultimately longevity of engagement in physical activity







# Aligning assessment

- The report highlights that assessment is well designed only in a small number of schools and that it must clearly align to the knowledge and skills pupils need to learn and retain.
- It also highlights the lack of coherence caused by planning curriculums based on the activities and sports rather than the knowledge and skills pupils need to learn to develop competence over time.

**real PE** starts with assessment, in that it clearly identifies what we want the children to learn over the course of their primary school life, with clear end points and learning journeys in place. The activities, adapted sports and games and the structure of the **real PE** platform are then used as servants to support teachers and pupils on this journey.



# Summary

- **Establish a coherent curriculum** – where what is being taught is meaningful and connected to the ‘end points’
- **Focus on FMS** – which build in complexity so children can achieve the intended outcomes of the curriculum by the end of primary school.
- **Clearly defined knowledge** – time to practise, refine and revisit previous content.
- **Appropriate assessment** – that clearly aligns to the knowledge and skills pupils need to learn and retain.
- **Provide meaningful CPD for teachers** – to increase confidence, knowledge and skills

# Wesport

Using recent findings and reports on physical education to reflect on our PESSPA offer

Steve Caldecott

# Purpose

- Explore what we know
- Reflect on your own PE curriculum
- Refine your PE curriculum?
- Realise your value

With great power....

- Mark your school **PESSPA** offer out of ten
- What makes up the mark?
- What is missing ? (assuming it is not ten)



# 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.



## 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'.



## 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.



\*extracted from afPE's Health Position Paper

# Why do we still need so much support?

- Weaknesses in primary teacher training
- So many subject to become 'expert in'.....
  - English
  - Mathematics
  - Science
  - Music
  - Others?



# A.L.E.

- Activity
- Learning
- Enjoyment

The importance of.....

YOU

- Physical Education is more important than it has ever been
- **YOU** are more important than ever
- MORE THAT SATS.....

# Reducing inequalities

- Ethnic minority background/SEND- lower levels of activity
- *‘Therefore, timetabled PE lessons might be the **only opportunity** that some pupils have to learn the knowledge they need to make informed decisions about their own participation in physical activity’*
- *‘Although it cannot create and sustain an active society alone, an **ambitious PE curriculum** can ensure that all pupils have a chance to benefit from physical activity and sport, despite the subtle advantages that only some pupils get beyond the school gates’*

***(Ofsted PE Review March 2022)***

## Key message: PUPILS WITH SEND... ambition

- Provision and assessment needs to be **adapted** for pupils with SEND.
- This may involve making adaptations to the colour or size of equipment, or by providing additional time during sequences of activity or games.
- The curriculum should **never artificially limit** what pupils with SEND can achieve.
- Teachers might find it helpful to discuss how to make enabling adaptations directly with children and they should not treat pupils with SEND as a **homogenous group**.

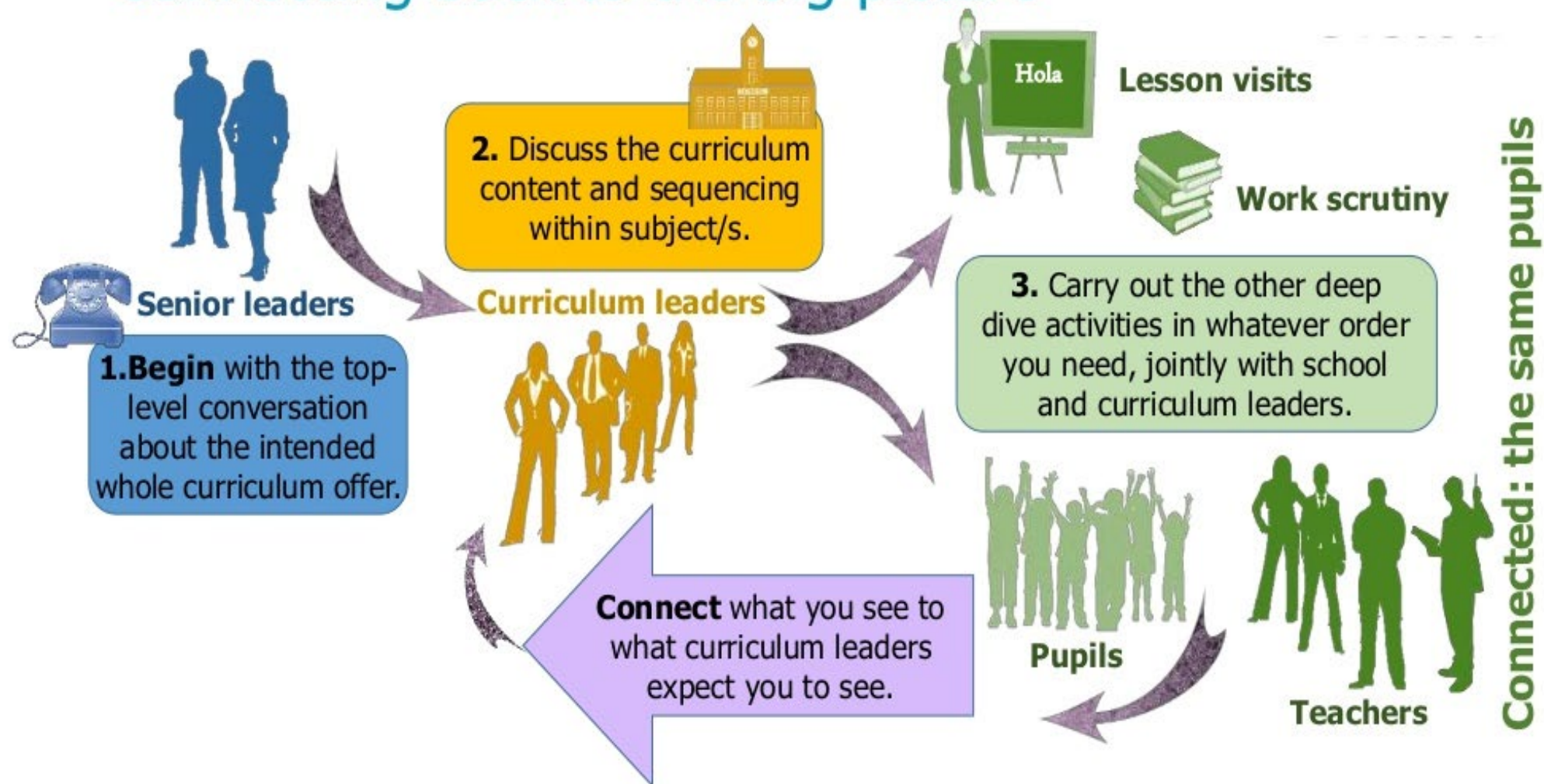
- Ambition.....
- Then adapt
- NO ARTIFICIAL CEILING

# What about Ofsted??

- *Do not fear Ofsted, do not try to please Ofsted*
- *Do .... please your children, .... Ofsted will be pleased!*
  
- *The Deep Dive: No need to prepare.... just be well planned*



## Connecting back to the big picture





# 2 hours!!

- DfE Non Statutory guidance?
- Spread the word
- Use it well

# What are the 4 aims of the PE national curriculum?

# National Curriculum 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

Are your children/cohorts different from 3  
years ago?

# Ofsted PE Research review March 2022

## What do we think PE could be?

*‘In this review, we suggest 3 conceptually distinctive but functionally connected pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum’.*

- Motor competence
- Specific rules, strategies and tactics
- Healthy participation

**The basis of your threads/key learning?**

# 1. MOTOR COMPETENCE

These are a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to being able to participate in everyday activities as well as in play and physical activity. For some children, PE will be the first time these competences are taught. Pupils require sufficient and well-designed opportunities to practise these competences as well as feedback to know how to improve. There is a positive link between confidence and competence.

## 2. RULES, STRATEGIES AND TACTICS

Pupils also need to be taught how to move intelligently as well as competently. The rules, strategies and tactics which are involved with different types of activity require explicit teaching. Tactics are the decisions people make about how, when and where to move and are closely related to motor competences as they are only successful if pupils can perform the necessary movement. Some physical activities do not have rules or tactics but they do have strategies for success. These are less time-dependent than tactics and can have broader relevance beyond playing games.

### 3. HEALTHY PARTICIPATION

Pupils need to learn how to participate in physical activity in a healthy way. This can involve having their understanding from outside of school challenged and corrected. For example, public health messages can sometimes be unclear and unhelpful unless pupils understand them in the correct context. Children need to understand how their knowledge of health applies to physical activity so they can participate fully and safely



# CONTENT AND SEQUENCING

The National Curriculum requires a school's PE curriculum to be broad and ambitious.

It is **not possible** to teach the full body of content that could be taught and so schools need to make decisions based on the potential of content to **enable progression across the three pillars**.

Content needs to be sequenced so that pupils can develop their **schema** by building on secure, pre-requisite knowledge.

Comparing and contrasting knowledge between two different domains helps children develop a rich and deep understanding.

# PRACTICE , PRACTICE, PRACTICE

- Practice is essential for pupils to get better at PE - the more time spent practising, the more learning that occurs.
- Practice needs to be precise and sequential and move from the simple to the more complex, with pupils increasing their independence.
- Pupils require lots of repetition to learn the intended movements and should not move on too quickly.
- To provide additional challenge, teachers can change the context or constraints of a task, rather than move on to more complex or different domains of knowledge.

# Please watch if you have not yet done so...

- [Physical education | Subject curriculum insights for primary and secondary teachers and leaders - YouTube](#)

# What does your current PE curriculum look like?

# An 'activity' map is not a curriculum map

Key Stage 1 Curriculum Map for Physical Education						
	Autumn Term (1)	Autumn Term (2)	Spring Term (1)	Spring Term (2)	Summer Term (1)	Summer Term (2)
Time	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
Year 1	Games: Bouncing & Catching *Throwing & Catching	Games: Travelling with the ball *Travelling & Sending	Games: Dribbling and Dodging *Development of small games equipment	Games: Creating games in pairs	Games: Receiving hands and feet	Invasion games: Sending, kicking & Striking Scoring points
	Gymnastics: Travelling *Travelling & Jumping	Dance: Winter Festivals *The Pearl	Gymnastics: Transferring Weight *Rocking & Rolling	Dance: Art *The Box	Gymnastics: Travelling taking weight on different body parts *Taking weight on hands	Multi-skills: Running, jumping and throwing
Year 2	Games: Throwing & Catching *Developing games & inventing rules	Games: Dribbling	Games: Sending and receiving *Travelling, sending and receiving	Games: Developing games and inventing rules *Travelling & Control	Games: Hitting and striking skills	Gym: x 4 sessions Jumping & landing Dance: x 2 sessions Summer Festivals
	Gymnastics: Balance *Balancing	Dance: Traditional British Dance – Folk Dance *Shapes	Gymnastics: Spinning, turning and twisting *Turning, spinning & twisting	Dance: Stories from other cultures *The Toy Box *The Dragon	Gym: Parts high and low *Parts High & Low	Multi-skills: Running, Jumping and hopping

# Ofsted Subject Report (September 2023)

## The reality...

The curriculum sets out what pupils should be taught. A high-quality curriculum in PE is one that meets all pupils' needs by identifying the knowledge required to participate in physical activity and sport and to make informed decisions about how to live a healthy, active life.

It is important that all pupils are taught a curriculum that matches the breadth and ambition of the national curriculum.



# Schools should:

- Make sure that their curriculum matches the **breadth and ambition** of the national curriculum for all pupils. It should include carefully sequenced and taught swimming and water safety lessons in primary schools, and OAA and dance in primary and secondary schools.
- Clearly **define** the important knowledge that all pupils need to be taught so that staff can use this information to support their planning, selection of **pedagogical approaches, and assessment**.
- Choose the **most appropriate physical activities** and sports, so that pupils achieve the intended **end points** of the curriculum.

# Percentage task



- Make sure that specific **sports and physical activities are sequenced** coherently to broaden pupils' understanding from key stage 1 to key stage 4.
- Make sure that the time in PE lessons is spent on developing **competence**. Pupils should practise, refine and **revisit previous content** before learning new or more complex knowledge, so that they can secure the prior learning and build their confidence.
- In some schools, where a wide range of sports and physical activities are covered superficially and the intended curriculum is not learned, this might mean **reducing the number of physical activities and sports across the year**

- **Support pupils with SEND** effectively so that they can access an ambitious curriculum and achieve well. This includes ensuring that staff are well trained to provide precise support so that all pupils can meet clear and ambitious end points.
- Ensure that staff regularly check pupils' understanding and respond to **any gaps in knowledge and misconceptions** that they identify. This might include practising knowledge that has been taught previously but not securely learnt so that gaps in knowledge do not widen.

- Check that all pupils **have the knowledge they need** in order to participate well in competitions or tasks in lessons that require them to synthesise a range of knowledge. This involves giving all pupils opportunities to learn and refine FMS from Reception.
- Ensure that **what is assessed aligns with the important and precise knowledge pupils need to retain as outlined in the curriculum**. Use assessment information to inform subsequent teaching in the short, medium and long term.
- Ensure that **departmental monitoring** and evaluation focuses on the quality of what pupils know and can do.

# EARLY YEARS PHYSICAL DEVELOPMENT

DR. VANESSA KING

- Introduction to physical development
- Accurate baseline assessment of motor competency
- Appropriate interventions to support all children
- Curriculum Integration approach
- Assessment guidelines for progression from Early Years to KS1

ADD NAME TO LIST IF INTERESTED

- How do you know pupils are learning?
- Good teaching into empty space

Intent

Implementation

Impact

No longer key words

‘The curriculum story’

# The curriculum journey

A trip out

A curriculum

- Where are you going to?
- How are you going to get there?
- How do you know you are there? (See 1)

# Key Stage 1 example



## KS1 Doing - Hands

- Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching)
- Develop competence
- Develop agility, balance and coordination
- Perform dances using simple movement patterns

*How does this build on EY?*

## KS1 Thinking - Head

- Apply skills
- Develop simple tactics for attacking and defending
- Develop competence
- Develop confidence

*How does this build on EY?*

## KS1 Feeling - Heart

- Work individually and with others
- Develop competence
- Develop confidence

*How does this build on EY?*

Contexts: Team games; dance; a range of physical activities (individual and cooperative); competitive situations (against self and others); possibly swimming; increasingly challenging

# Key Stage 2 example

## KS2 Doing - Hands

- Develop a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination)
- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance

## KS2 Thinking- Head

- Apply a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination)
- Link skills to make actions and sequences of movement
- Learn how to evaluate and recognise their own success
- Compare and improve performances with previous ones
- Apply basic principles suitable for attacking and defending

## KS2 Feeling - Heart

- Enjoy communicating, collaborating and competing with each other
- Develop flexibility, strength, technique, control and balance

**Contexts: Competitive games; dance; outdoor & adventurous activity challenges; different physical activities & sports; ind & team; swimming (if not scheduled in KS1).**

# Key message ?

## Planning backwards

- Start with end points
- Plan objectives for this and not specifically by activity
- 'Wider objectives'
- The bell got in the way

# Are you confident in defending your PE curriculum?

1. How well does the curriculum meet the coverage requirements of the national curriculum?
2. How **coherent** is the curriculum?  
(the thread running through)
3. How is the curriculum **sequenced**? The order in which students learn new knowledge and skills
4. What are pupils learning and:  
how does it **link** to the past?  
how does it **link** to future learning?

# Be part of the solution

- Persistence absence 21%
- Make PE the spark?
- Ask the key BRAVE question:

***‘Would you do PE if you didn’t have to ?’***

Sign of success:

***‘Have you found at least one activity you will continue with when you leave school?’***

***‘Have we prepared you to do this?’***