

Intent, Implementation and Impact Framework

PHYSICAL EDUCATION AND SPORT

AREA	 PE/SPORT PEDAGOGY							 PE/SPORT FOR WHOLE SCHOOL DEVELOPMENT					
	PLANNING 	LEARNING 	ASSESSMENT 	CROSS CURRICULUM 	INCLUSIVITY 	PHYSICAL ACTIVITY 	PROGRESSION 	CLIMATE FOR LEARNING 	POLICY 	ENVIRONMENT 	LEADERSHIP 	FAMILY AND FRIENDS 	COMMUNITY EVENTS 
INTENT	Introducing a pedagogic sequence of learning that is needs-led.	Fostering holistic learning through movement education and physical activity to create a healthier generation of more active students.	Assessing and measuring the skills, techniques, game sense and fitness levels that the student are learning and attaining.	Encourage all students to engage in active learning to develop literacy and numeracy across all learning areas of the PE and Sport.	Provide a broad range of accessible sports and physical activities that complements physical activity, sport, and movement.	Performing regular bodily movements to improve develop flexibility, strength, technique, control, and balance.	Ensuring students are making excellent progression in PE and Sport and allowing them all to access sport freely and participate effectively.	Creating an atmosphere to reach high curriculum standards and achieve high levels of learning.	Support, review and implement a whole school policy.	Facilitate access to a variety of environments that encourages the development of PE and Sport.	Foster a culture that actively supports and extends a whole school approach to developing mental, academic, and physical health through PE and Sport.	Support family and friends to help develop a healthier lifestyle and vice-versa.	Hosting and linking with community events to engage with a diverse range of community groups to enhance opportunities to engage in PE and Sport.
IMPLEMENTATION	Meet the national curriculum requirements. Meaningful PE framework will be prioritised. Plan a sports pedagogy to assist in developing the intelligent, autonomous students. Commit to the progression of skills document to maximise learning targets. Create meaningful pedagogic trails that will provide students with an excellent route for learning. Collaborate with school staff to embed mental health targets. Adopt various pedagogical approaches. Expert and specialised levels of subject knowledge will be reflected in the planning.	Use qualified coaches, specialised practitioners within psychology, and education to provide high quality learning. Focusing on the skills and fitness acquires and applies through movement. Develop cognitive skills such as decision making and analysis. Developing character, resilience, respect, fair play, and independence. Interacting and collaborating with other students in relation to movement. Understanding why, how, and when movement takes place. Support students from exploring skills to working towards mastering them. Improve academic performance, cognitive skills, mental health, psychological wellness, social skills, and healthy lifestyle habits through PE and Sport.	Use of formative and summative methods providing relevant and timely feedback to the students and to track the progress that they are making. Responsibility for assessing the work of their peers against set assessment criteria and to provide feedback to their peers on the quality of their performance. Review the outcomes of each PE lesson to inform all future planning and determine the next steps in learning. Reviews many aspects of the performance that need refined and further developed and makes key suggestion on improvements. Opportunity to assess own performance, actions, and attitudes and judge the degree to which explicitly stated goals or criteria are met. Assess how to consolidate and master fundamental movement skills.	Incorporate the development of numeracy and literacy into PE and Sport. Incorporate the development of physical activity into a range of curriculum areas at all year levels. Planning the development of physical activity into curriculum, documents, and practice to the same extent as literacy and numeracy. Establish patterns of information between different academic subjects within the national curriculum. Collaborate with Math Leads, English Leads, and class teachers to plan and embed classroom-based learning objectives into PE and Sport. Strategically plan along with finding natural opportunities to embed active literacy and numeracy. Develop positive attitudes towards academic attainment.	Careful and well considered adaptations using the STEP model will be made to allow all student to access sport freely and participate effectively. Adapt, modify, or alternate activities that offer an equivalent degree of progression. Adopt multi-sensory approaches, including information and communication technology. Use memory aids to support development. Adapting games to support the emotional and social wellbeing of the students. Encourage student to learn the importance of making others feel welcome and fully part of the PE learning process. Provide a variety of inclusive competitive, non-competitive, team and individual sports and physical activities for all types of students. Provide a variety of sports and physical activities before, during and after school.	Provide a PE curriculum which delivers moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per PE lesson. Minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity. Fostering both physical literacy and whole student development. Provide movement capacities in play-based curricula designed to nurture the physical literacy journey for all students. Develop, consolidate, and refine agility, balance, and coordination. Purposely forms of play and through a blend of adult-led and student-initiated activity. Consider the multifaceted, and multi-domain articulations of physical activity. Ensure all children engage in a variety of physical activities across the week.	Provide a continuous open mind, positive attitude, and willingness to adapt learning, teaching and assessment strategies and practices. Differentiating and adapting learning episodes using the STEP framework to challenge everyone and to ensure they are making excellent and continuous progression against the success criteria of the learning episodes. Additional approaches to differentiation will be used to differentiate by outcomes, roles, teaching styles, response, and interactions. Deliver personal best challenges to provide the students with an opportunity require to set and beat their own unique performances. Encourage students to decide if their own performance and learning requires additional challenges. Facilitate an environment where the students can discover and explore their own way of challenging their peers.	Establish a clear and concise curriculum ethos. Consistent approach to exploring, competition and development. Provide a curriculum with ambitious intentions and objectives. Curriculum that is rigorous, balanced, relevant, and coherent. Link curriculum with other school curriculums to create a hybrid curriculum. Schools can expand on the national curriculum and create a curriculum that inspires all students to succeed and excel in sports. Equally focus on the mind and body for performance. Develop higher order thinking skills. Inspire all students to fulfil their potential and be involved in a learning environment that encourages positive mental health. Maintain high but realistic expectations of learning for all students	Ensure that school policy uses the funding to make additional and sustainable improvements to the quality of PE and Sport. Working within the guidelines of legislation, processes, and school policy to maintain the safety and wellbeing of the students. Involve the wider school community (local agencies and social media) in creating, reviewing, and improving the policy of PE. Include opportunities for staff to improve their mental health as part of a staff wellbeing program. Ensure all students can be physically active at school every day and are not excluded from PE break time and lunch time and any other physical activities. Frequently checking for potential risks and hazards and implementing the necessary control measures to ensure the safety and wellbeing everyone.	Provide access to a range of facilities and equipment that encourages physical activity before, during and after school. Respect all environments where sport and physical activity takes place. Design classrooms and space around the school that encourage movement and physical activity. Provide access to all weather spaces, including indoor play spaces. Ensure school environments are well maintained, safe and clean for the delivery of PE and Sport. Treats natural objects with respect and care and does not break rules with boundary walks. Respect all aspects of the environment and responds to safety issues appropriately and effectively. Respect the environment and keep area pristine during physical education.	Offer staff the fundamental knowledge, skills, and confidences they need in delivering a high-quality PE curriculum. Providing professionals with a catalogue of training courses, industry workshops and seminars to support with their development. Staff to improve their skills and reach their potential as a team leader or coordinator. Provide staff the resources and support to immediately impact on their student growth. Students to design and deliver their own PE lessons with professional supervision. Comply with mandated or recommended time allocation for health. Support staff to attend professional learning for PE and Sport. Attend annual conferences to support the ambitious curriculum of the school.	Parents to support their students to be active movers at home, and in the community. Promote the importance of PE and Sport on academic, health. Provide regular information and practical strategies to promote exercise and reduce sedentary behaviours at home. Encourage parents to be involved in their child's journey in PE and Sport. Promote the benefits of participating in a variety of inclusive, competitive, non-competitive, team, individual and recreational activities. Encourage inclusion of people from diverse cultural backgrounds to participate in sport and physical activities and encourage parents to share their culture and experiences where appropriate. Promote the benefits of parents being role models in being physically active.	Promote physical education and national curriculum requirements into community events and programmes. Provide consistent and easily accessible enrichment activities as part of a PE curriculum in the community. Establish relationships with local recreation centres, community sport and physical activity providers to strengthen physical education opportunities. Encourage connections with local health agencies, organisations, and businesses to support physical education and physical activity initiatives. Work with local councils to implement schemes and initiatives during the holidays. Promote health and wellbeing initiatives in the local community. Link service with NGB, local organisations and services. Enable access to school sporting facilities outside of school hours.

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	As part of a plan, do and review process, planning will be determined by the learning outcomes of the previous lesson. Provide gradual steps for students needing to take to achieve greater learning outcomes. Provide a wide range of sports for the students. Respond to each student's emerging needs and interests, guiding their development through positive interaction. Coherently plan a deliver a curriculum that is sequenced and progressive towards future learning.	Develop tactical awareness, appreciation, understanding and game sense. Learn to self-regulate emotions, problem solve, make responsible decisions, maintain positive friendships, and improve classroom climate. Encouraging students to take an active part in the learning process within the classroom. Acknowledge academia as an integral learning domain for whole child development. Provide learning statements of what students are expected to learn and know and at a high level. Develop students to be natural movers and autonomous thinkers. Discover and solve problems that can be presented in sport. Report and evaluate the student's development in accordance with the PE national curriculum. NGB curriculums will be linked into this curriculum to achieve higher sports specific outcomes. Students to be provided with a wealth of intervention opportunities to support learning.	AFL to clarify the learning and AOL to consolidate and conclude learning. Prior knowledge will be assessed to determine what student already know to create a unit that bridges the gaps between the student's previous knowledge and new skills. Progress data will be used to plan future lessons that directly meet the individual needs of the children. Technology to be used to enhance the teaching, assessing, and learning process. Drawing evidence of curriculum implementation from discussions with subject leaders, classroom teachers, through observing and interviewing students.	Provide professional learning opportunities and resources to staff to ensure mental, academic, and physical health is incorporated into other learning areas. Encourage staff to provide physical activities when developing literacy and numeracy. Obtain an active learning appreciation at school and at home. Learn useful PE vocabulary and knowledge to help student before they reach KS3 and beyond. Set active numeracy and literacy homework. Increase engagement and enjoyment levels in literacy and numeracy. Include other essential skills needed for student to participate and engage in society. Take active movement into the classroom. Occasionally replace sedentary activities in the classroom with movement. Plan a unit of study which starts student in the classroom and ends with an active session outside. Examine the extension of active learning pedagogical practices familiar in preschool settings to the first class of primary school and so on.	Support student to lead sport and physical activity initiatives at school to increase participation across the whole school. Help all students to develop physical literacy and movement literacy and express a desire to move for life. Assign nonplaying roles to the students when possible. Recognise and reward students for participation, effort level and achievement. Provide all students with a broader experience of a range of sports and activities offered to all pupils. All students to keep on trying if they encounter difficulties, and to celebrate and enjoy all achievements. Promote positive attitudes towards the development of physical activity. Support students to identify movement opportunities at school and in their local community. Staff to attend courses to acquaint themselves with empowering and meaningful ways to include all students. Careful management of a physical regime to support specific medical conditions. Creating a welcoming and calm culture that is relentlessly reasonable to all students.	Promote self-esteem through the development of physical confidence and problem solving. Using PE and Sport to develop movement skills and movement patters at a variety of different intensities and durations. Increase attendance and participation during clubs during or after school. Provides the students with a pathway from foundation to mastery of skills and fitness. Develop FMS into intelligent and context-related movement patterns.	Encourage students to apply their self-challenging behaviours in other areas of school. Use available technology to address deficiencies in physical activity levels and delays in development. Make recommendations and advice for their student's development out of school. Play team games to develop game sense and understanding and to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Underpin, reinforce, and maximise the success of a talent system approach to PE. Ensure that clear guidance and support is readily available on identifying and developing talented performers. Acknowledging NGB performance pathways, player development frameworks or pillars of development to develop talented performers further. Provide a student-centred pedagogy for performance, participation, and enjoyment. Schemes of work will continuously be evaluated to ensure expectations and standards evolve.	Provide students with positive objectives that describe what they must do before, during and after participation. Demonstrate a very high commitment to and the development of competition. Introduce different pedagogical approaches to provide all students with deep, enriched, and authentic sporting experiences. Maintain an expectation to develop extremely strong levels of consistency in performances and reach extensive levels of learning. Exceptional levels of originality, imagination and creativity in techniques, tactics and choreography, and to acknowledge how to make improvements with performance. Implement several behaviour management and restorative practices to resolve all conflict and promote on task behaviours and child-productivity. Adopt a reward-oriented approach to establish a positive learning environment, promote positive behaviours, and provide all students with a strong incentive to improve.	Focus on the individual needs of students using a need-led approach. Use Ofsted reports and research reviews to enhance teaching and refine thinking on PE and Sport. Support PE and sport spending. Use school policy to open discussions about school values and rules to help foster positive behaviour within the educational sphere. Consistently reinforcing school policy and school rules. To attend annual training to upskill delivery of sport and PE. Regular review the PE curriculum intent to maximise learning. Use policy and follow a course of action for the development of gifted and talented students.	Learn how PE and Sport can support climate change. Support students to connect self with the environment. Recognising the environment during performance and its constraints. Demonstrates behaviours that is concerned about all environments and makes decisions that is important in supporting the climate. Respect all aspects of the environment and responds to safety issues appropriately and effectively. Develop relationships and the environment around them. Lead discussions about how the sport industry may contribute to global warming and how it has a large potential to be a part of the solution. Educate the students about the environmental constraints has on development and performance.	Ensure teaching staff will get professional development, mentoring, training, and resources to help them teach PE, and Sport more effectively to all students. Increase confidence, enjoyment, motivation, knowledge, and skills of all staff in teaching PE. Role models a healthy and active life and encourage everyone to do the same. Promote mental, academic, and physical health and wellbeing messages to the whole school community. Facilitate an environment where movement, physical activity and active play are valued and nurtured. Seek and accumulate teacher, child, and parent voices on how PE and Sport can be developed throughout the school. Collaborate with schools and parents about interventions and strategies they employ for the learner. Find new ways to ensure teacher autonomy, creativity and trust does not become eroded.	Encourage families to communicate with teachers about their child's mental and physical health development and outcomes. Educate students to identify food or physical activity enhancements. Record eating habits and compare personal food choices at home. Communicate with parents to establish the next initial steps in their children's learning and development. Collaborate to the schools and parents about interventions and strategies they employ for the learner and embed them in PE. Discuss students' progress with parents and carers. Welcome parents as part of a support network to further develop their child's attainment levels.	Provide sports specific development centres within the community. Engages safely in OAA and different environments and locations outside school through community links and sports clubs. Host a community event which various people can enjoy and celebrate the development of the students. Plan and prepare community sports events. Seek to empower and strengthen the links between schools, and local sports clubs.
IMPACT	Each individual student will be at the notional centre of the learning process in which they are active participants and performers.	Develop students to be academically, physically, and mentally healthy for life.	Measure student progress and level of learning and, diagnosing specific misunderstandings in learning to help children to learn and perform more effectively.	Meaningful links will be made to other areas of the curriculum in terms of the student's wellbeing in numeracy and literacy. This can also support whole school development.	All students will receive and develop through a broad and balanced PE and Sport curriculum regardless of year group or ability.	Students will succeed and excel in competitive sports and other physically demanding activities and for the children to take responsibility for their own health and fitness. for life.	PE and Sport are planned with clear progression of skills and knowledge in games as part of our curriculum that will ensure all students are continuously progressing in sport, games, and physical activity.	Providing students with an environment with a maximised motivational climate and strong incentives to progress and acquire extensive levels of learning and performance.	Profile of PE and Sport is raised across the school as a tool for whole-school improvement.	Students will access high quality sport and physical activity, as well as applying their learning in PE and Sport in multiple domains around the school.	Embedding a school culture that strives for continuous development that will help raise the profile of PE and Sport across the school as a tool for whole-school improvement.	Improvements in physical and mental health are made outside of school to further improve the livelihoods of the students and the key people (i.e., family and friends) around them.	National curriculum requirements for PE will be extended into the wider community.

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