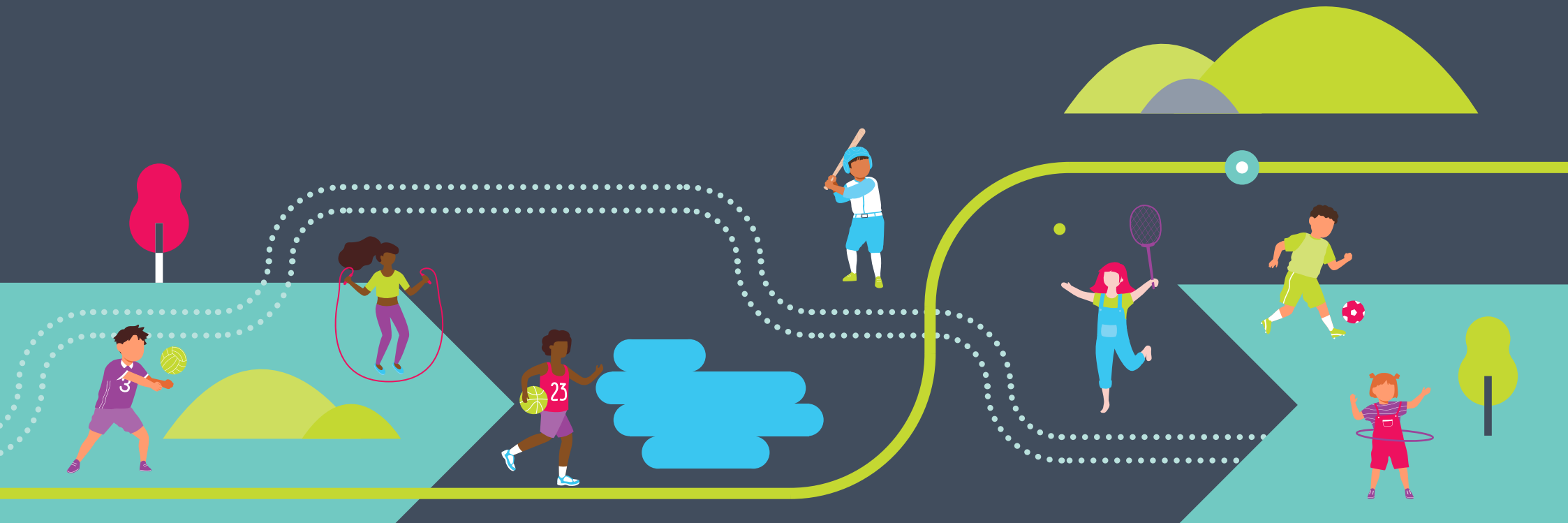


Curricular Scheme of Work User Guide



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Introduction



Premier Education is the UK's leading provider of sport and physical activity to primary school children. As passionate educators for over 20 years, we have strived to improve the health and wellbeing of children through active learning, and we remain committed to that mission.

With our flexible approach, it has been imperative over the last two years to be more agile with our offer than ever, allowing us to fully support schools with the changing Ofsted requirements and other national focuses around physical and mental wellbeing.

We have built purposeful and impactful relationships with partners by delivering high-quality, safe and enjoyable support.

Our Activity Professional network is highly qualified, exceeding national requirements to operate across schools and communities with rigorous training, deployment, and Continuous Quality Improvement & Assessment processes.

With over 1,000 Activity Professionals working daily

in schools, we are the only organisation accredited with 5-star service delivery on Trustpilot. We work exclusively with various National Governing Bodies of Sport and corporate partners, delivering the best outcomes and experiences for children.



B11 Education

Our scheme of work has been through a quality assurance process with our school improvement specialist partner, **B11 Education**.

Drawing on their vast experience including headteachers, Ofsted inspectors, former HMIs, local authority school improvement officers and DfE Advisers, we can offer a robust curriculum that allows each school to personalise for their pupils.



Education Inspection Framework

Quality of Education

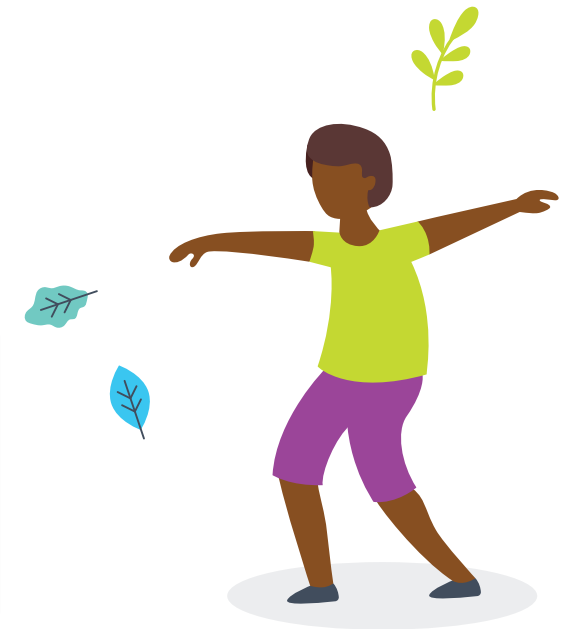
Follow the national curriculum with breadth and ambition; clearly sequenced curriculum enabling pupils to build on their knowledge and skills and application of these; adaptable curriculum to meet the specific needs and context of schools; assessment built into the planning framework to be time efficient and purposeful; STEP planning incorporated to allow for all pupils to succeed.

Behaviour & Attitudes

School policies and procedures followed and reinforced in all delivery; clear routines and high expectations in all delivery; promote high levels of motivation and engagement with learning throughout all delivery.

Personal Development

Enhancing schools offer beyond the academic and demonstrates the holistic learning impact physical education, school sport and physical activity can have; accessible, inclusive and equitable for all pupils and school communities; develops pupils confidence, resilience and knowledge to keep themselves mentally healthy; developing pupils understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle; opportunities to be active within the school day and through extra-curricular activities.



Intent statement

Through Premier Education's school and community offer we aim to support every primary school's specific intent and community impact, synchronising with the national curriculum purpose and aims for PE.

Therefore, key to the overarching curriculum design is a range of opportunities to support children's development in being creative, confident, and caring, in school term time, at evening and weekend sessions, and during school holidays. This aligns with a high-quality, inspiring PE curriculum that builds character and an understanding of fairness and respect, building on these outcomes at every opportunity.

Children will have the chance to develop a wide range of skills, many fundamental to children's development, and others more sport focused. Curriculum and lesson design that is fully inclusive and accessible means that all children can feel, and ultimately, be successful.

The intent is that children will learn across key areas, skills, knowledge, understanding and application.

Where possible, it will be our intent to give children experiences to support this learning progression. Building on the fundamentals of movement which are central to the delivery, as is using the physical literacy model to support children for each stage of learning and progressing on from the EYFS framework.

The overarching intent in school will be to meet the four aims of the national curriculum in an exciting and engaging way that inspires all children.

The aims of the national curriculum for physical education are 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

The broader intent of the delivery, which aligns with a wider community

impact, is to ensure children understand their own personal development and how they can positively support their own progress.

The fundamental areas covered would be opportunities to:

- be physically active and healthy
- experience competition
- understand mental health and holistic wellbeing
- experience a wide range of sports and activities

In meeting these statutory requirements, the lessons and support are planned and delivered to align with each school's vision and values, adding value to the fundamental delivery of the curriculum and positively impacting the whole school community. The curriculum and delivery are focused on any school's improvement areas and key groups of pupils to ensure equity for all.

Our intent is to deliver these outcomes both in schools and their communities by offering sport,

performing arts and personal development experiences. Delivering in school time, extra-curricular time, enrichment time and during school holidays to support everyone in being physically and mentally active. All children should have an opportunity to meet the requirements of the national curriculum for physical education, plus national drives for increased activity and opportunity, and to find an activity or aspect of being physically active that they enjoy and engage with in the future.

Within the community, not all pupils or families access local opportunities or clubs. We offer this easily accessible option, including weekend sessions and holiday camps, for children of all abilities, endeavouring to work collaboratively with the schools and communities to raise awareness of physical activity initiatives and clubs in the locality.

Critically, our intent is to support schools in positively impacting their whole school wellbeing, inspection judgements and aligning to a wide range of national strategies associated with health and fitness.



Curricular programme detail

Our curriculum has been developed to align with the breadth of the Education Inspection Framework. Longer-term planning has been designed to be adaptable and fit the school's needs and priorities, but also prompts the curriculum designer to consider wider events or national and international days.

Learning journeys are populated for each year group with key times and events in the year to help support adding in the lesson and curriculum content.

Resource and support are provided for:

- Curricular delivery
- Curricular short-term plans
- Curricular medium-term plans
- Curricular long-term plans
- Impact of curricular delivery

Some of the fundamental developments in the planning resource are focused on a wider learning journey that children

should have access to throughout their schooling. With whole school improvement and sustainability, a continued use of funding initiatives, a curriculum offer that can support a school's overarching aims and their own school improvement and development plan is key. For example, impacting across numeracy, literacy, key school groups and the personal development of a child as per the Education Inspection Framework.

We have ensured that these developments are embedded across our product categories; Sport, Performing Arts and Personal Development (previously Wellbeing). Resources follow a methodology that is aligned, though not always to the same template, to allow for activity specific differences. The network of Activity Professionals has access to these completed plans.

To facilitate change to a broader school improvement opportunity, the lessons have additional underpinning learning experiences to help clarify key learning, outcomes and success criteria.

To ensure each session planned for children is challenging, accessible and purposeful we have separated these focus areas into the descriptions listed in the next few pages.

USP's

- Largest supplier of curriculum support in the UK
- Offering physical education/ activity, performing arts, personal development and Wraparound Care to deliver a whole school offer/solution
- Whole school improvement agenda items written in to planning – numeracy, literacy, personal development and wider life skills
- Data compiled to support school discussion and intervention
- Exclusive endorsements with national partners and Governing Bodies

Benefits

- Building strong relationships as

a key school partner in multiple areas of the school's delivery

- One provider supporting with multiple school priorities
- Creating a 'pathway' for children from curricular through to community activity
- Planning is completed for all year groups and meets the needs of the national curriculum's purpose and aims for PE



Areas of focus

A key aspect of a child's learning experience is the clarity of key learning, outcomes, and success criteria. To ensure each session planned for children is challenging, accessible and purposeful we have separated these focus areas into the below descriptions:



Knowledge

Elements of the knowledge focus will be a combination of transferable learning outcomes that can be applied across all topic areas and specific knowledge applied to set topics.

Each medium-term plan details the expected attainment for each year group, showing clear progress across our CARED assessment strands. This enables the deliverer to make accurate judgements and aligns standards and expectations across the workforce.



Skills

For every year group and each topic available, we detail what physical competencies pupils will be developing and applying within various activities and scenarios. These skills are to be demonstrated within a specific activity but also applied across a range of activities and opportunities.



Understanding & key vocabulary

It is important that we promote pupils to think for themselves and gain an understanding around what they are learning about. The key questions to effectively promote this area are “**why**” and “**how**”?

Demonstrating this understanding both physically and verbally is key, using technical, new or activity specific vocabulary builds on the broader outcomes.



Cross-curricular links

Our Activity Professionals are encouraged to become an extension of School staff. One of the ways to achieve this is to align our content to topics within the classroom or focus content around key subjects identified by School. Our AP's can contribute to the wider learning of key subjects and support class teachers with ongoing assessment.



Areas of focus



Opportunities

Every child matters. We aim to ensure all pupils are given equal opportunities to participate and compete in an environment they are comfortable with. We also look for opportunities to develop learning by utilising key events and the wider community, such as attending or watching adult Elite competitions and local teams.



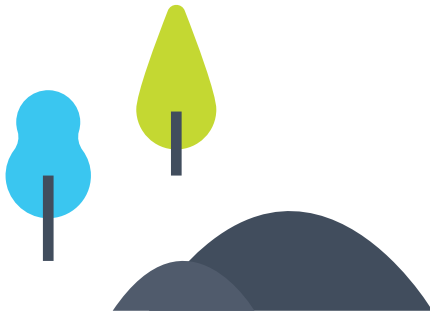
Experiences

Identifying what pupils will experience is key to our framework. This will detail what they can expect in lessons but also coincides with the opportunities and the wider experiences to promote further learning, such as attending a live sports event or participating in a competition.

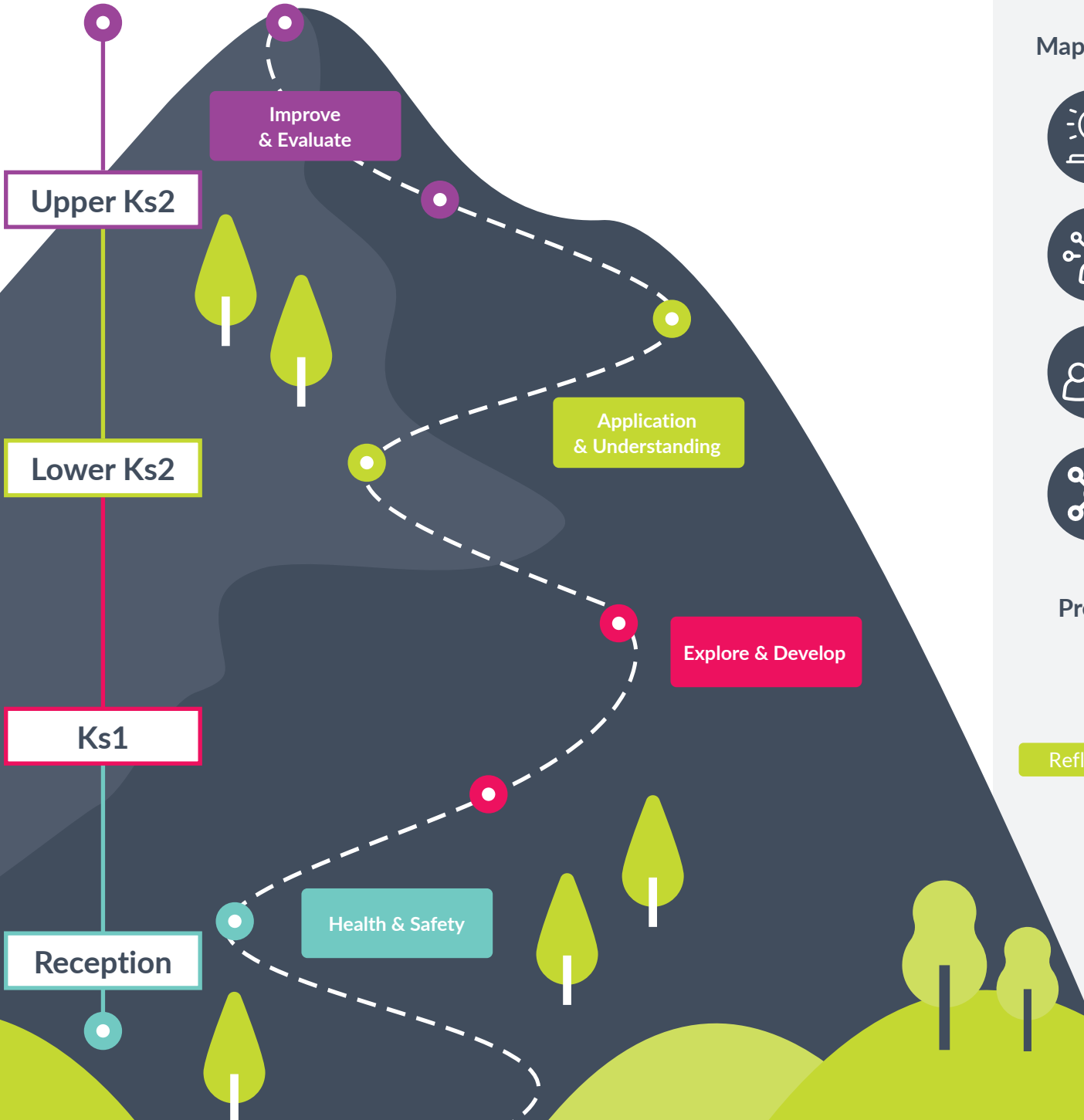


Life skills

We aim to promote and develop positive behaviour and key characteristics that will help pupils deal with the challenges to face in later life. Supporting an active and healthy lifestyle, contributing to their overall wellbeing and the wider personal development aspects of school life and learning.



Curriculum Scheme of Work Overview



Map your pupils journey using our needs analysis wheel



Knowledge



Opportunities



Skills



Experiences



Understanding & key vocabulary



Life skills



Cross curricular links

Premier Education CARED Assessment Framework

Competent Learner

Active & Healthy Learner

Reflective Learner



Engaged Learner

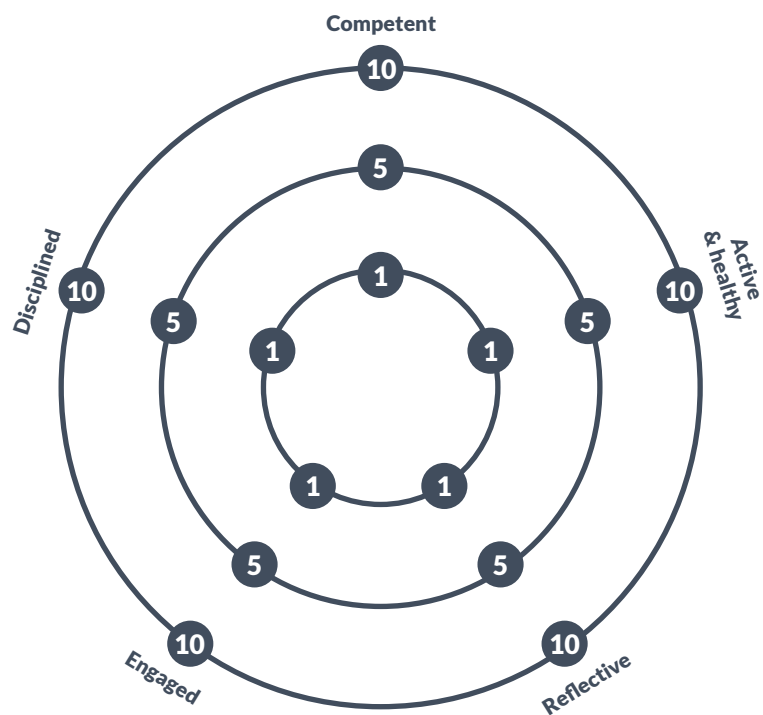
Disciplined Learner

Half-termly pupil assessments completed to monitor progress and inform future planning.



Provision needs analysis wheel

PE Curriculum Needs Analysis					
Rating	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner	Disciplined Learner
1	Many pupils are not working at age related expectations and are not consistent when performing	Many pupils do not understand the importance of health and wellbeing and are not regularly active for sustained periods of time	Many pupils are not able to comment on their own and others' actions and feelings and are inconsistent with improving their performance	Many pupils are not willing to participate to the best of their ability and not wanting to do their best	Many pupils do not show a positive attitude towards activities and do not support their peers
5	There is an even mix of competence and consistency, with some pupils needing more support than others	There is an even mix of pupils that do and do not understand the importance of health and wellbeing and regular activity for sustained periods of time varies	There is an even mix of pupils who can and cannot comment on actions and feelings and demonstrating improvements varies	There is an even mix of pupils who are and are not willing to participate to the best of their ability	There is an even mix of pupils who do and do not show a positive attitude towards activities and supporting peers varies
10	Pupils generally develop skills over time, demonstrating consistency and age related expected competence	Pupils generally understand the importance of health and wellbeing and are regularly active for sustained periods of time	Pupils generally comment on actions and feelings and generally improve over time, understanding and articulating how to do so	Pupils generally are willing to participate to the best of their ability and want to do their best	Pupils generally show a positive attitude towards activities and others



User guide

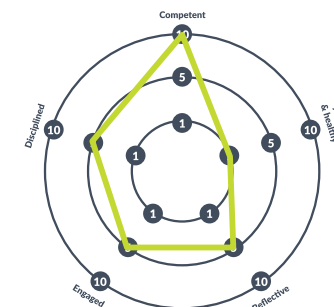
Our curriculum has been developed to align with the breadth of the Education Inspection Framework. Longer-term planning has been designed to be adaptable and fit the school's needs and priorities, but also prompts the curriculum designer to consider wider events or national and international days.

The Premier Education CARED assessment framework is categorised into the five learner strands above.

To enable fit for purpose planning, select a rating for each of the learner strands using the descriptors provided. Once you have these, simply join the relevant numbered dots together, starting at competent and working your way clockwise until back to competent. This will now give a clear visual for any learner strands that need additional support. The longer-term goal is to develop the whole child, exceeding across all areas.

Example completed wheel for Year 3

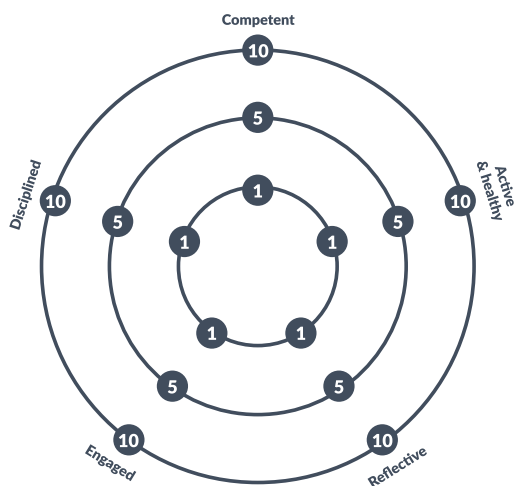
In this example, Year 3 would benefit from further support relating to the Active & Healthy learner. Here, we would amend planning and activities to develop pupils understanding why physical activity is good for health and wellbeing, changes to the body during and after activity and understanding how to remain active for sustained periods of time. This would then be reviewed half-termy/termly using completed pupil assessments.



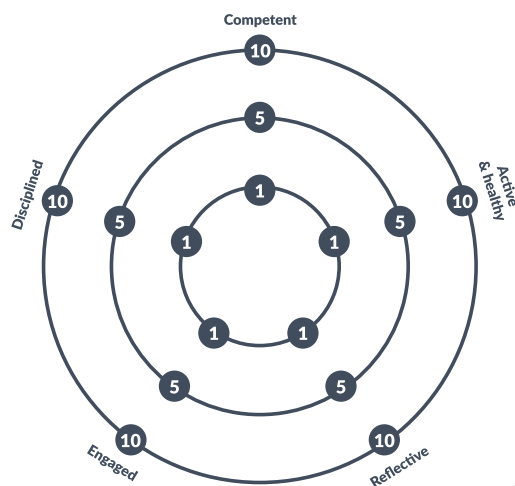
Term: _____

PE curriculum needs analysis

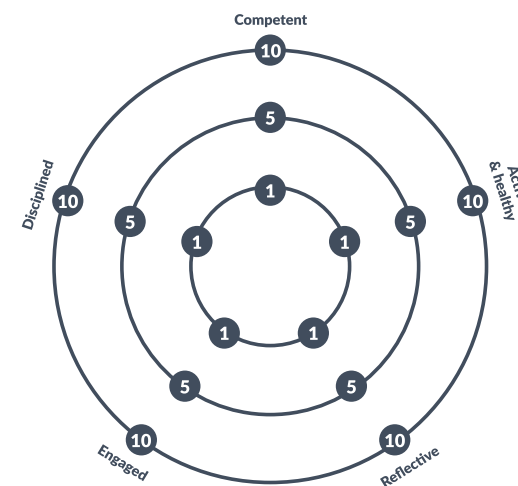
Reception



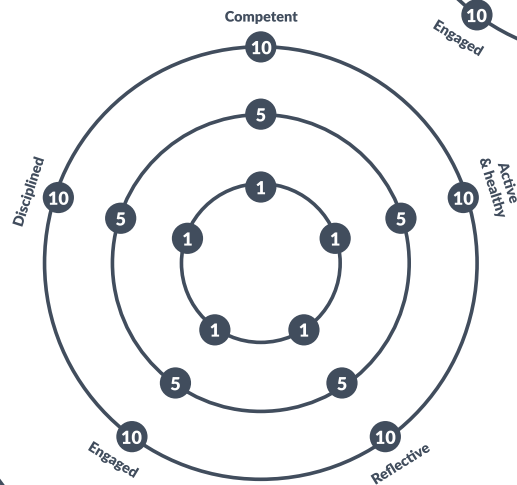
Year 1



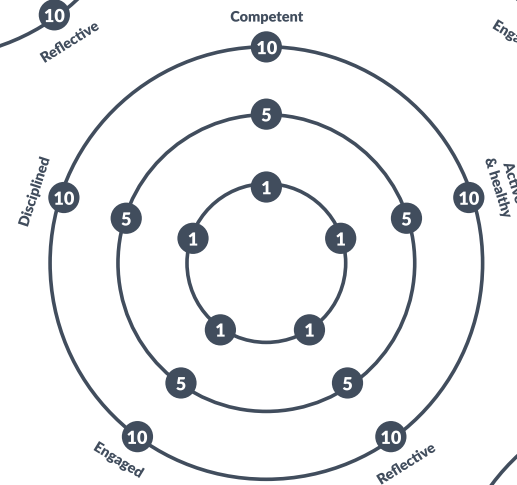
Year 2



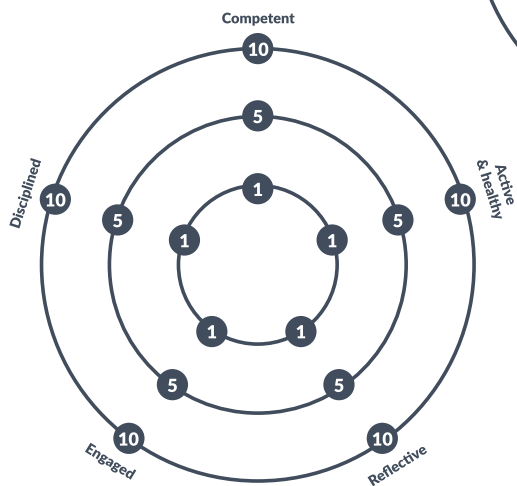
Year 3



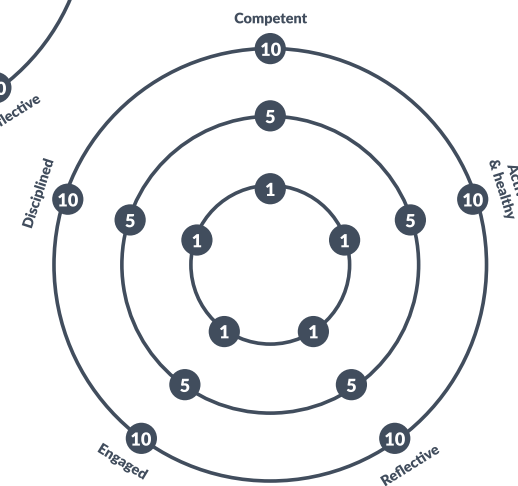
Year 4



Year 5



Year 6



Next steps:

- Document findings on Long-Term plan (if completed annually) or relevant medium-term plans (if completed termly)
- Amend short-term planning accordingly
- Monitor progress and report via pupil assessments and impact reports

TIP: reviewing termly allows more opportunity to meet the needs of all pupils and accelerate progress.



Provision needs analysis wheel

Additional areas of focus			
Rating	Cross-curricular Links	Opportunities	Life Skills
1	Content from subjects in the classroom is not embedded into PE delivery	Pupils do not develop learning outside of lessons and key events/wider community opportunities are not yet accessible	Life skills are not promoted within lessons, or are not effectively presented
5	Links to other subjects vary however the intent behind the links is not clear and extended learning is not evidenced	Opportunities vary and are only accessible to some	Life skills stem from activities and are discussed in live situ.
10	Key subjects identified by School are embedded into PE delivery and supports class teachers ongoing assessments	All pupils develop learning outside of lessons and all have accessible opportunities	Life skills stem from learning and activities and are promoted throughout, discussing the benefits of these in later life

User guide

Our curriculum has been developed to align with the breadth of the Education Inspection Framework. Longer-term planning has been designed to be adaptable and fit the School's needs and priorities, but also prompts the curriculum designer to consider wider events or national and international days.

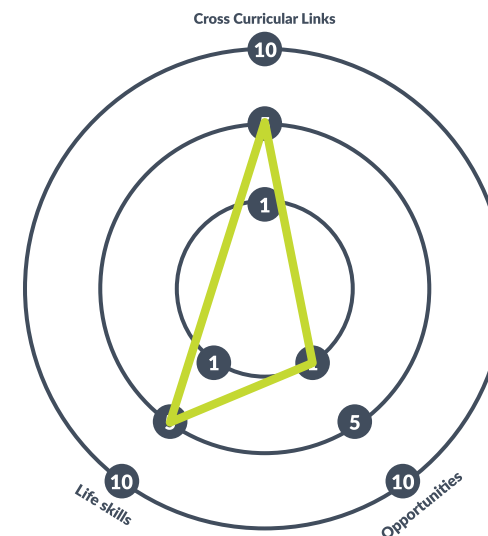
The additional areas of focus listed above support pupils and Schools in positively impacting their whole school wellbeing, inspection judgements and aligning to a wide range of national strategies associated with health and fitness.

To enable fit for purpose planning, select a rating for each of the areas of focus using the descriptors provided. Once you have these, simply join the relevant numbered dots together, starting at cross-curricular and working your way clockwise until back to cross-curricular.

This will now give a clear visual for any learner strands that need additional support. The longer-term goal is to develop the whole child, exceeding across all areas.

Example completed wheel for Year 3

In this example, Year 3 require additional opportunities to extend learning. Using the list provided below, we would identify any areas that are not yet available to Y3 and ensure events are scheduled to provide all with additional opportunity to extend learning.



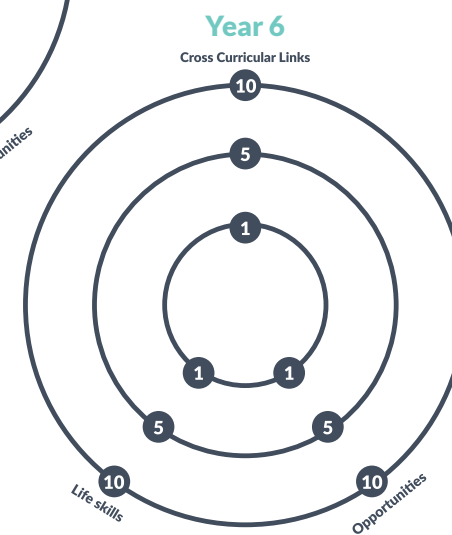
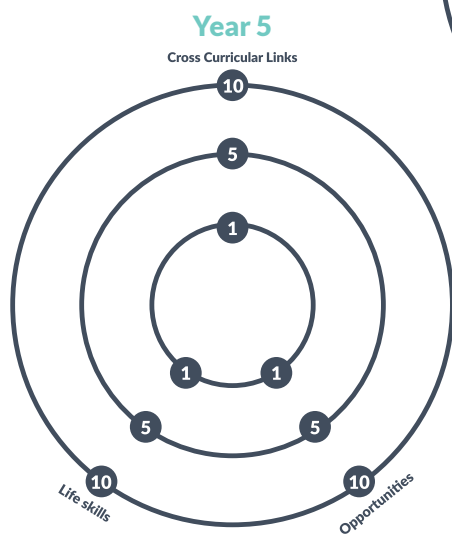
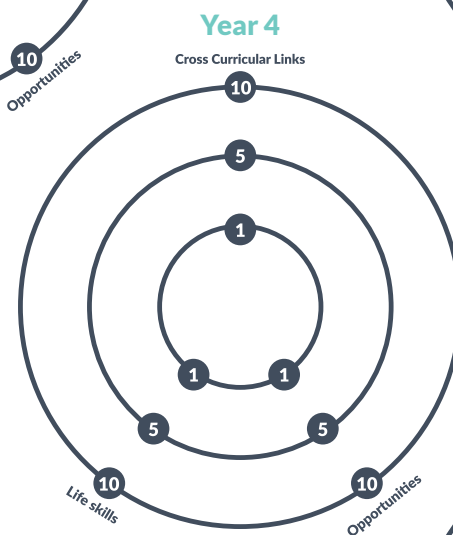
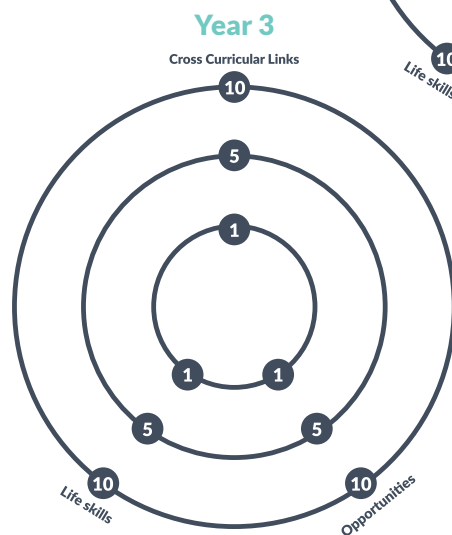
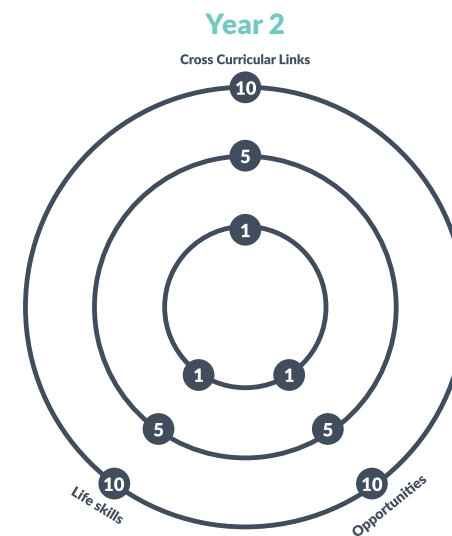
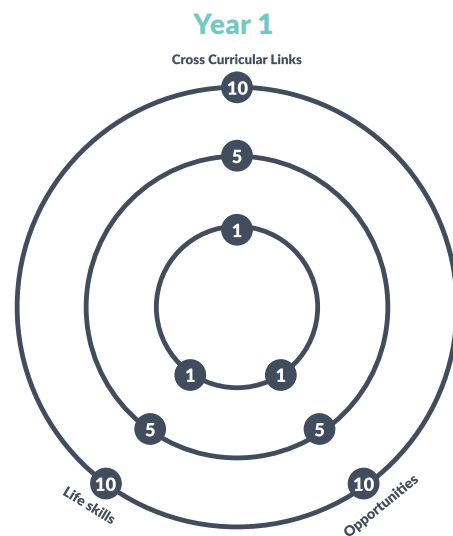
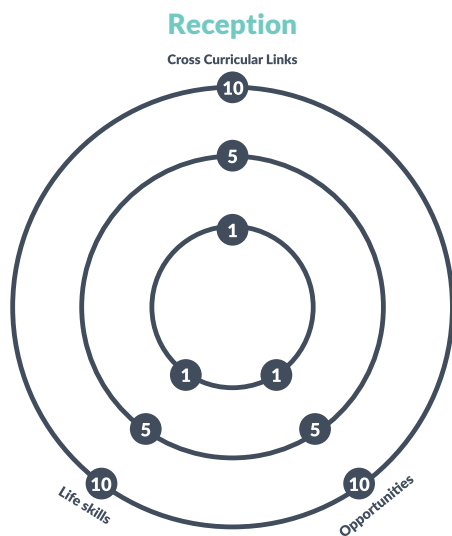
Guidance on enriching additional areas of focus

Cross-curricular Links	Opportunities	Life Skills
<ul style="list-style-type: none"> • Class teacher to share topics termly • Core subject support via assessments • Weekly/fortnightly attendance of Teacher in the lesson to assess pupils • Intervention groups with specific focuses 	<ul style="list-style-type: none"> • Intra/Inter school competitions/festivals • SEND/G&T Intervention groups • Extra-curricular club links • Sports club links for exit route • School trips • National & International Days • Televised sports event class/school parties • Pupil led activity with their Parent/Carer participating (in school/at home) / pupil led activities with younger children in school 	<ul style="list-style-type: none"> • Game of Actual Life • Intervention groups • British Values/SMSC themes • Pupil Voice surveys • Buddy system • UKs2 responsibilities given such as: <ul style="list-style-type: none"> -Playleaders -Lunch monitor



Term: _____

Additional areas of focus needs analysis



Next Steps:

- Document findings on Long-Term plan (if completed annually) or relevant medium term plans (if completed termly)
- Amend short term planning accordingly
- Diarise identified events and action planning/setup accordingly
- Monitor progress and report via pupil assessments and impact reports

TIP: reviewing termly allows more opportunity to meet the needs of all pupils and accelerate progress. It also identifies any actions not completed and further opportunity to complete.



Long-term planning

When planning for the academic year, our example plan meets the EYFS statutory framework and the national curriculum. It is important to consider the needs of pupils, such as any gaps in learning previously or environmental factors such as weather and potential facilities needed. Our deliverers will offer support on the planning of this, meeting the EYFS framework and national curriculum, as one size does not always fit all.

EYFS

Our Start Sporty programme introduces Reception to PE and physical activity with different themes linked to various stories. When on these learning journeys, activities will incorporate basic multi-skills, gymnastics and dance. The content for Start Sporty and attainment levels listed on the medium-term plans all align to the EYFS statutory framework and the early learning goals (ELGs) listed.



Key stage 1

Using a multi-skills approach, pupils will complete a series of topics to:

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

Lower Key stage 2

Upper Key stage 2

Topics featured will blend application and understanding with improving and evaluating to achieve the curriculum requirements to:

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



School: *Example LTP* _____

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	Sporty Superheroes	Land of Fairytales	Space Explorers	Time-travel adventures	Jungle adventures	Beach trip & Deep blue sea
Year 1	Multi-skills	Gymnastics	Invasion games	Dance	Striking and fielding	Net and Wall
Year 2	Invasion games	Gymnastics	Athletics	Dance	Striking and fielding	Net and Wall
Year 3	Invasion games	Gymnastics	Outdoor adventurous activities	Dance	Athletics	Striking and fielding
Year 4	Invasion games	Gymnastics	Outdoor adventurous activities	Dance	Athletics	Net and Wall
Year 5	Invasion games	Gymnastics	Outdoor adventurous activities	Dance	Athletics	Striking and fielding
Year 6	Invasion games	Gymnastics	Outdoor adventurous activities	Dance	Athletics	Net and Wall



Medium-term planning

Our medium-term planning incorporates the areas of focus that run consistently throughout our curriculum. These areas are:



Knowledge



Skills



Understanding
& key vocabulary



Cross-curricular
links



Opportunities



Experiences



Life skills

Features of our medium-term plans:

Topic overviews

Overview of sequenced learning grouped as follows:

- o Reception
- o Year 1 & 2
- o Year 3 & 4
- o Year 5 & 6
- Learning outcomes detailed, aligned to our CARED assessment framework
- Outline of what skills will be developed and what experiences pupils will have within lessons
- Detailed assessment descriptors, aligned to the CARED model, allowing for accurate judgements and uniform assessment from deliverer to deliverer
- Key vocabulary and definitions detailed to develop topic and sport specific knowledge and terminology.

Year group content model & action plan

- Summary of learning outcomes set within short-term planning. Our generic scheme of work offers an even mix of the five learning strands, however this is adaptable should you wish to complete our needs analysis wheel and differentiate the learning for each class according to any identified areas of development
- Brief descriptions of content within lessons are listed, to demonstrate the progression from year group to year group
- Useful open questions are included to support deliverers and help pupils build on their previous knowledge
- Additional information for each topic provides facts about different sports within the topic
- Additional areas – here, by completing the additional areas needs analysis wheel, you can document any cross curricular link opportunities identified in each topic, in addition to mapping future learning opportunities for all outside of the classroom and any identified life skills you wish to develop.



Invasion Games medium-term plan

Year 1 & 2

				
Knowledge	Skills	Key vocabulary	Assessment	
<p>Competent learner: Demonstrate some understanding of simple tactics for attacking and defending Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors</p> <p>Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health</p> <p>Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work</p> <p>Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Co-operate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction</p> <p>Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson</p>	<p>Agility: Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance</p> <p>Balance: Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination: Synchronising limbs when performing an action Generating force when sending</p> <p>Locomotion skills (ways to move): Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Avoid – increasing the space between the attacker & defender Jump – block, intercept, receive object off target/on the move</p> <p>Stabilisation skills (maintaining physical stability): Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving</p> <p>Ball manipulation skills (ways to use an object): Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target</p> <p>Invasion Games Principles: Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p>Assessment areas</p>	<p>Year 1 expected</p>	<p>Year 2 expected</p>
		<p>Simple tactics for attack & defend</p>	<p>Can identify the correct role based on possession and can create and close space</p>	<p>Can maintain possession, create and close space and react accordingly when possession is lost or gained</p>
		<p>Control</p>	<p>Stay within an area whilst moving, managing all body parts and object</p>	<p>Stay within an area stopping and starting on command, maintaining control of object</p>
		<p>Agility</p>	<p>Change direction quickly</p>	<p>Change direction quickly avoiding others</p>
		<p>Balance</p>	<p>Clear intent of direction when travelling, managing their weight</p>	<p>Able to adjust weight to transfer into different positions</p>
		<p>Co-ordination</p>	<p>Can use arms and legs simultaneously to send and receive</p>	<p>Can use arms and legs simultaneously to send, receive and intercept</p>
		<p>Safely negotiate space</p>	<p>Can remain in an area without colliding with others or objects</p>	<p>Consistent in finding new spaces whilst remaining in an area and controlling an object</p>
		<p>Changes to the body</p>	<p>Able to identify heart beating faster and sweating</p>	<p>Able to discuss the more exercise they do, the hotter they get and the need for more air</p>
		<p>Good health</p>	<p>Can talk about the different types of foods</p>	<p>Can talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats</p>
		<p>Activity types</p>	<p>Can suggest movements that increase heart rate</p>	<p>Can suggest activities that increase heart rate</p>
		<p>Actions & feelings</p>	<p>Know and show the importance of sharing with others</p>	<p>Share with others and include all involved equally</p>
		<p>Rules & expectations</p>	<p>Can follow rules given with little or no prompt</p>	<p>Can follow rules given without prompt</p>
		<p>Make judgements to improve</p>	<p>Can say what they do well, with some prompting</p>	<p>Provide a relevant example of what they can do better</p>
		<p>Handling equipment</p>	<p>Can collect and carry sensibly alone, when prompted and used for its intended purpose</p>	<p>Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position</p>
		<p>Co-operate</p>	<p>Can work well with others, taking turns and sharing without prompt</p>	<p>Work well with others, taking turns, sharing and helping others when needed</p>
		<p>Preparing for P.E</p>	<p>Can dress promptly without help</p>	<p>Can dress promptly without help and keep area tidy</p>
		<p>Listen to others</p>	<p>Allow others to speak and listen</p>	<p>Allow others to speak and listen and respond to instructions from others</p>
		<p>Positive attitude</p>	<p>Respond to instructions and do not disrupt others</p>	<p>Respond to instructions, do not disrupt others and offer support where needed</p>
		<p>Respect</p>	<p>Share and include others equally</p>	<p>Share, include others equally and support/encourage others</p>
		<p>Stay on task</p>	<p>Remain on task throughout the lesson with little or no intervention from AP</p>	<p>Remain on task throughout the lesson with no intervention from AP</p>
		<p>Additional key vocabulary</p>	<p>Definition</p>	
		<p>Space</p>	<p>An area which is free of others</p>	
		<p>Block</p>	<p>An obstacle to the normal process (e.g. stop a ball hitting the target)</p>	
		<p>Intercept</p>	<p>When a defending player catches the ball and gains possession for their team</p>	
		<p>Possession</p>	<p>The team or person with the ball</p>	
		<p>Tactics</p>	<p>An action planned to achieve a specific end</p>	



Invasion Games medium-term plan

Year 1							
Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓		✓			Spatial Awareness Agility, Balance & Co-ordination (ABC's) Avoid and chase (Locomotion skills)	What is a space? How do you find a space? What does chase/avoid mean? How can you tell the difference between the attacking team and defending team? What are the rules in this activity? Can you explain to others how to play?
2	✓				✓	Spatial Awareness Ball manipulation skills	How would agility help an attacker? Tell me about controlling the ball/ways to use it? Why is it important to be a team player and treat all equally? Why is it important to keep your ball in the area in Invasion Games?
3			✓	✓		Ball manipulation skills Attack and Defend Principles Stabilisation skills	How will stabilising your body help your performance? Tell me one tactic that would help an attacker/defender? What does improve mean? Describe how to use your equipment safely?
4		✓			✓	Attack and Defend Principles Simple tactics for attack and defend	Suggest movements that will raise heart rate? What else changes to your body? How can you score more points/goals? How can you stop others scoring? What does co-operate mean? As a team, how can you co-operate with each other?
5	✓		✓			Attack and Defend Activities Scoring systems	What foods do you think will help your body work for longer? What foods do you think should only be eaten now and again? Why? How does co-ordination help you perform in Invasion Games?
6		✓			✓	Competition	What are the rules for this game? Why are rules important? How can you improve your performance? Tell me how you have respected others in lesson?
7	✓				✓	Competition	Give me two examples of how you can co-operate in a team? Why is intercepting a good defensive tactic? Remind me what possession means in an Invasion Game?

Additional information

Invasion sports involve two teams competing against each other

Invasion sports are played on a court or pitch

Invasion sports involve scoring in a designated score area (net, goal, over a try line, in an end zone)

Invasion sports have substitutes which means that players can be brought on and off

Netball is an invasion sport where positions have rules for where you can and cannot go on the court

Rugby is an invasion sport that only allows you to pass backwards

You cannot move freely with the ball in Netball

Additional areas



Cross-curricular links



Opportunities



Life skills



Invasion Games medium-term plan

Year 2							
Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓		✓			Spatial Awareness Agility, Balance & Co-ordination (ABC's) Avoid and chase (Locomotion skills)	Why is it important to find space when in possession? What should defenders do if they intercept the ball? What are you currently doing well? Tell me one thing you could improve?
2	✓				✓	Spatial Awareness Ball manipulation skills Attack and defend principles	How would agility help an attacker? Tell me about controlling the ball? How could you support teammates in a game? What happens if the ball leaves the area in Invasion Games?
3			✓	✓		Ball manipulation skills Attack and defend Principles Stabilisation skills	Why is it important to treat all your teammates equally? Why is it important to listen to others and how could this help you? Describe how to use your equipment safely?
4		✓			✓	Attack and Defend Principles Simple tactics for attack and defend Scoring systems	Suggest movements that will raise heart rate? What else changes to your body? How can you score more points/goals? How can you stop others scoring? What does co-operate mean? As a team, how can you co-operate with each other?
5	✓		✓			Attack and Defend Activities Simple tactics for attack and defend Scoring systems	Tell me what you know about different food groups? How does co-ordination help you perform in Invasion Games? How does co-ordination help you generate more power when passing/moving?
6		✓			✓	Competition	What are the rules for this game? Why are rules important? How can you improve your performance? How would you keep an activity going if there is no adult there to help?
7	✓				✓	Competition	What are your tactics for this activity? Why is intercepting a good defensive tactic? How would you teach someone to remain balanced when moving?

Additional information

Invasion sports involve two teams competing against each other

Invasion sports are played on a court or pitch

Invasion sports involve scoring in a designated score area (net, goal, over a try line, in an end zone)

Invasion sports have substitutes which means that players can be brought on and off

Netball is an invasion sport where positions have rules for where you can and cannot go on the court

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You cannot move freely with the ball in Netball

Additional areas



Cross-curricular links



Opportunities



Life skills



Short-term planning

Our short-term planning templates offer a simple layout with minimal text with maximum information needed to deliver engaging, fun, progressive and purposeful lessons. Plans follow our colour scheme for the different year groups, which are:

Reception

Year 3 & 4

Year 1 & 2

Year 5 & 6

Features of our short-term planning:

Learning outcomes and expected attainment

Following on from our medium-term plans, learning outcomes are specified along with the expected attainment, to provide a benchmark for the deliverer and aid in decision making when applying STEPS changes to differentiate activities.

Risk assessment summary and structure

On every plan, equipment needed is detailed, along with a short dynamic risk assessment including specifying the area in which the lesson is being ran, the risk rating for said area (multiple choice ratings included), first aid kit to hand and how activities will be structured, aligned to the inclusion spectrum.

Cool down

Suggested activities are included to gradually calm pupils, ensuring the body is recovering and cooling down safely. It is also an opportunity to check for learning from the start of the lesson to the end.

Lesson introduction and details

Clear strategies are documented on how to effectively introduce every lesson and set the scene for learning. Key vocabulary is documented, aligned to learning outcomes and medium-term plan, along with space for any cross curricular links identified with school.

For all Reception Start Sporty plans, a short story is documented on the plan that the deliverer will introduce with, to capture children's imaginations.

Activity structure and differentiation

Activities are split into three areas, starting activity, main activity and performance activity. All activities include a simple picture to show how to setup the activity, details of how to run the activity, coaching points needed to develop competency and key open questions to check for learning.

All activities include STEPS changes that can be made to either support learners or challenge. Using the expected attainment descriptors at the top of the plan can support decision making when differentiating.

Plenary

A range of simple methods are included to allow the deliverer to maximise how this is conducted, based on the varying circumstances and timings in different schools. This element is key to check for learning and subsequently inform the deliverer on content needed for the following lesson.



Short Term Plan: Ks1

Lesson Topic		Year Group		Lesson Number	
Learning Outcomes		Risk Assessment Summary and Structure of Lessons			
		Equipment needed			
Expected Attainment		Areas being used			
		Risk rating	Safe - No Action	Safe - Risks Removed	Not Safe - Reported
		First aid kit to hand?	Yes	No	
Lesson introduction		Timings	Open - common tasks for all participants Disability activity - reverse integration into an activity designed for persons with a disability Modified - All participants, same group, same modifications Parallel - Participants grouped in different areas according to ability Separate - Individual or grouped, completing different tasks in different areas		
Introduction Details	Check for prior learning to topic and previous lessons Introduce outcomes for lesson Share key language Check for initial understanding				
Resources for Introduction:		Key Vocabulary			
Cross-curricular Links					

Starting activity

Name	Timings	Differentiation for Activity	STEPS changes to...	
			Support	Challenge
Setup		S Space		
		T Task		
Details of Activity	Coaching Points	E Equipment		
		P People		
Key open questions		S Success		



Main Activity

Name		Timings	Differentiation for Activity		STEPS changes to...	
					Support	Challenge
Setup			S	Space		
			T	Task		
Details of Activity	Coaching Points		E	Equipment		
			P	People		
Key open questions			S	Success		

Performance activity

Name		Timings	Differentiation for Activity		STEPS changes to...	
					Support	Challenge
Setup			S	Space		
			T	Task		
Details of Activity	Coaching Points		E	Equipment		
			P	People		
Key open questions			S	Success		
			Cool down & plenary content		Timings	Plenary method (tick accordingly)
			<input type="checkbox"/> Activity Professional led - Whole group Q&A			
			<input type="checkbox"/> Child led - Pair and share			
			<input type="checkbox"/> Activity led - lesson footage shared along with questions and pupil analysis			
			<input type="checkbox"/> Other -			



Pupil assessments

Our Activity Professionals follow an assessment framework for PE called “The CARED model”. Within planning each medium-term plan are a set of CARED learning outcomes that are fit for purpose for different year groups and key stages, to develop the whole child.

What does CARED mean and how does this nurture whole child development in PE?				
C	A	R	E	D
Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner	Disciplined Learner
Progressive learning will develop skills and increase consistency over time. Fundamental movement skills are the solid foundation, progressing into sport specific skills. Contributing to this strand are learning themes such as strategies and tactics (cognitive development) and effective leadership.	Understanding health and wellbeing is important. This strand promotes key areas such as food types and choices, changes to the body during and after exercise, benefits of an active lifestyle and pupils being regularly active for sustained periods of time.	Reflecting on own and others’ actions and feelings is critical to pupils’ development. During activity and competition, this will not only develop their ability to perform in various situations but also contribute to their social and emotional development.	Engagement is the key to progress. We want all pupils to participate to the best of their ability and want to do their best. Engagement of self will also contribute to the engagement of others, through effective communication and collaboration.	With guidance and nurturing, we want pupils to take ownership of their actions. Developing a positive attitude towards activities and others’ will in turn develop them socially and emotionally.

How often are pupil assessments completed and how can I see these?

Pupil assessments are completed every half-term by our Activity Professionals. They are accessible at any time to School, along with planning through our system using login details provided on our system. These assessments will be presented in a termly impact report to show progress, along with an action plan for further development in the following term.

TIP: using the Premier Education needs analysis wheel termly will also support development in PE lessons and offer ways to extend learning outside of lessons.

What do completed pupil assessments look like?

All medium-term plans detail expected attainment for every year group in every topic area. These descriptors are also documented on short-term planning for reference whilst delivering and help support differentiation choices.

For each assessment strand within the CARED model, one of three judgements will be made for every pupil (five judgements in total per pupil):

Emerging – this means a pupil is not yet working at the expected level for their age. Use of expected attainment descriptors for younger years can support a confident judgement

Expected – pupil is working at the expected level for their age, as stated on the medium-term plans

Exceeding – a pupil is exceeding if they are working at a greater level than their age. Use of expected attainment descriptors for older years can support a confident judgement



Non-Active pupil resources

Not all pupils will always be able to physically participate in every PE lesson, due to various circumstances such as an injury/illness or incorrect kit (this will align to school expectations). It is important that we maintain the opportunity for learning and incorporate the practical into theory as best possible, whilst not over stimulating and indirectly promoting non-participation. Research conducted within Premier Education showed that duties given to non-active participants such as using a school tablet to record videos/take pictures, be given a role of responsibility such as a coach or complete various jobs for the deliverer can influence participation levels, with some preferring to do these roles as they do not yet have the positive attitude towards PE and physical activity.

Our scheme of work has non-active participant resources for Key stage 1, Lower Key stage 2 and Upper Key stage 2. The content within each resource aligns with our areas of focus, which are:



Knowledge



Skills



Understanding
& key vocabulary



Cross-curricular links



Opportunities



Experiences



Life skills

Key stage 1

A combination of identifying skills, equipment and listening out for key vocabulary.

The deliverer will also check at different points their understanding of activities and rules involved, in addition to asking what rules they can suggest, making an activity easier or harder.

Lower Key stage 2

Documenting the topic and learning outcomes/key vocabulary for the lesson is accompanied by pupils having to expand on what other sports or activities identified skills can be used in. They will document activities and rules throughout the lesson and begin to identify how certain life skills can help them in later life.

Upper Key stage 2

Whilst continuously updating the resource with content on the topic, key vocabulary, skills and equipment used, this resource prompts consideration of cross-curricular links, identifying peers who need support (anonymously) and documenting how they would help them and what qualities they have seen and how they will help in later life.



My Lesson Today | Year 5 & 6

<p>Knowledge</p> <p>What are we learning about today? Topic name: Learning outcomes:</p>		<p>Skills</p> <p>What skills can you see in others doing, with or without equipment?</p>	<p>Opportunities</p> <p>What other sports or activities could these skills be used in?</p>
<p>Cross-curricular links</p> <p>What other subjects are included in the lesson and how are they being used?</p>		<p>Understanding & key vocabulary</p> <p>What key words are being used to help learning?</p>	<p>Life skills</p> <p>Qualities that help you be the best you can be!</p> <p>What life skills are we developing?</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Experiences</p> <p>For each activity, choose one person who you feel needs support. Write down what you would say and do to help them if you were in charge? You cannot choose the same person; it must be three different people</p>			
<p>Warm up name:</p>	<p>Main activity name:</p>	<p>Performance activity name:</p>	
<p>Why do they need support?</p>	<p>Why do they need support?</p>	<p>Why do they need support?</p>	<p>How will these life skills help you when you are older?</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>How would you help them?</p>	<p>How would you help them?</p>	<p>How would you help them?</p>	



School guide to using pupil voice questionnaires

Our pupil voice questionnaire offers an easy to complete scale model using visual expressions with short descriptions to clarify their meaning and keep data consistent.

Intent

- Provides a benchmark for attitudes and emotions towards PE, school sport and physical activity
- Provides insight into why participation may lack from some
- Provides insight into why eagerness to participate in certain topics or environments may vary
- Informs decisions on future planning and events to promote inclusion and equality
- Collates data on sports team participation levels both inside and outside of school



Implementation

We understand Schools have their own needs and preferences, so below there are several ways in which you can use the questionnaire:

- Whole school completion annually or termly
- Sample of children from each year group annually or termly
- Year group completion termly or half termly
- Sample of children from a year group termly or half termly

When using for younger children, support may be needed to complete this.

TIP: following up a small sample of questionnaires with a discussion will enable you to probe in more depth the underpinning reasons for choices made

In accordance with your results and discussions, the following areas will then need reviewing (the Premier Education needs analysis can support this process):

- Medium and short-term curricular planning
- Intervention groups
- Intra school competition for targeted groups (this can then lead to inter school competitions)
- Extra-curricular provision
- Sports club links

Impact

- Supports physical, emotional and cognitive development
- Increase participation levels and engagement in PE
- Increase in extra-curricular provision
- Increased opportunity for pupils to participate in competitive sport in an environment they are comfortable with
- Increased personal, social and communication skills
- Increase confidence and self-esteem
- Increase in pupils attending in school and out of school sports teams



Pupil Voice

Name _____

Year Group _____

Please answer the questions as honestly as you can. We want to find out how we can help children be physically active. For each question, please circle the face best shows how you feel about it. The last two questions are yes/no questions.

	Makes me worry	Don't enjoy	Neither like or dislike	Enjoy	Love
How do you feel about doing PE?					
How do you feel about working alone in PE?					
How do you feel about working with others in PE?					
How do you feel about being physically active?					
How do you feel about being in competitions, winning and losing?					
	No	Yes			
Do you currently attend a sports club or play for a team in school?					
Do you currently attend a sports club or play for a team outside of school?					



School guide to using staff CPD questionnaires

Our staff CPD questionnaire asks staff to rate their confidence in a number of areas, on a scale of 1 – 5. Each rating includes its own description to keep the data consistent.

Intent

- Provides a benchmark for confidence and areas of support when planning, delivering and assessing in PE, across different topic areas of the national curriculum
- Fulfils any sport premium spend requirements, more specifically; “increased confidence, knowledge and skills of all staff in teaching PE and sport”
- Promotes collaboration between school staff and Premier Education deliverer(s)
- Additional opportunity for teachers to monitor pupil progress in PE and make comments in pupil reports and inspections
- Contributes to schools ongoing CPD for staff and supports teachers’ health and wellbeing by being physically active



Implementation

We understand schools have their own needs and preferences, so below there are several ways in which you can use the questionnaire:

- All staff engaged throughout academic year
- Sample of staff from each year group annually or termly
- Year group staff complete termly or half termly
- Sample of staff from a year group termly or half termly

TIP: following up a small sample of questionnaires with a discussion will enable you to probe in more depth the underpinning reasons for choices made.

In accordance with the results and level of support agreed, the Premier Education deliverer(s) will create a simple action plan to help teachers gain knowledge, subsequently confidence, in the areas identified.

Impact

- Increased confidence in planning, delivering and assessing in PE, across different topic areas in the national curriculum
- Evidence of effective use of sport premium, if applicable
- Increased awareness of pupil competence and attitudes towards PE and sport.
- More active workforce
- Pupils see a positive role model promoting the importance of health and wellbeing



School staff continuous professional development

Purpose

The purpose for completing this short questionnaire is to establish what areas of PE and/or Physical Activity your Premier Education Activity Professional can support, with the aim to increase your confidence in planning, delivery and assessment.

The following questions are to be completed at the start of the provision and reviewed every 3-6 months, depending on the frequency of support put in place.

Please select a judgement (1-5) on your current confidence in the areas highlighted, using the descriptors below. Each element has bullet points to provide context around what is included.

Rating	Description
1	Not at all confident and/or never experienced
2	Little confidence and/or experience
3	Somewhat confident and/or moderate experience
4	Confident and have experienced regularly
5	Extremely confident and lots of experience

Start of support					
Date:					
Rate your current confidence and tick accordingly for each element.	Confidence rating				
	1	2	3	4	5
Planning • Timings and structure • Risk mitigation • Activity ideas and resources • Inclusion and differentiation ideas					
Leading a session • Setting up activities • Fluency and pace • Pupil engagement and motivation					
Developing skills • Skill acquisition • Articulating coaching points • Strengths and improvements					
Demonstrations • Isolated skills • Articulating coaching points • Identifying children to demonstrate					
Differentiation • Formative assessment • Changes made such as space or equipment					
Assessment • Formative • Summative					
Topic knowledge:	1	2	3	4	5
Athletics					
Dance					
Drama					
Gymnastics					
Invasion Games					
Multi Skills					
Net & Wall					
Outdoor Adventurous Activities					
Striking & Fielding					

Review of support					
Date:					
Rate your current confidence and tick accordingly for each element.	Confidence rating				
	1	2	3	4	5
Planning • Timings and structure • Risk mitigation • Activity ideas and resources • Inclusion and differentiation ideas					
Leading a session • Setting up activities • Fluency and pace • Pupil engagement and motivation					
Developing skills • Skill acquisition • Articulating coaching points • Strengths and improvements					
Demonstrations • Isolated skills • Articulating coaching points • Identifying children to demonstrate					
Differentiation • Formative assessment • Changes made such as space or equipment					
Assessment • Formative • Summative					
Topic knowledge:	1	2	3	4	5
Athletics					
Dance					
Drama					
Gymnastics					
Invasion Games					
Multi Skills					
Net & Wall					
Outdoor Adventurous Activities					
Striking & Fielding					



Continuous Quality Improvement (CQI)

At Premier Education, we pride ourselves on the support our workforce receives, in addition to the ongoing support and collaboration with our schools and the wider community.

In order to maximise quality and standards, the following quality assurance takes place locally and nationally each academic year:

Delivery Assessment – Minimum one per term by trained Assessors

Impact Reporting – Completed half termly to monitor effectiveness of provision

School Feedback – Requested once per term via questionnaire

Premier Education National Audit – Completed once per academic year

B11 Education National Audit

Autumn

Spring

Summer

Curricular Delivery Assessment Framework

Pupils behaviour and safety

Quality of teaching

Pupil achievement

Use of assessment to support learning

Environment and resources



Impact reporting

As part of our Continuous Quality Improvement (CQI) model and meeting the Department for Education requirements on sport premium spend, each school will receive a half-termly impact report.

Mission statement

A clear message on the collaboration of Premier Education and School, embedding any school values, ethos' or values.

Extra-curricular data

A record of activities and participation levels are detailed, including key data such as % of pupils on roll accessing extra-curricular activities and the % increase in participation.

Key headlines

A review of the successes for the half-term.

Provision overview

Intent identified linked to the Education Inspection Framework (EIF). Implementation of products is identified, followed by the evidence we will provide to show impact.

Competitions

Intra and inter competitions are recorded, including number of competitions and % increase in participation.

Action plan

Details of how our provision will have further impact in the coming term.

Curricular attainment

Pupil attainment will be recorded half-termly and measured, to show a gradual improvement over time.

Staff CPD and pupil voice

Overview of survey results, as a benchmark and then evidencing subsequent impact.



