

Kings Road Primary School
Curriculum Coaches Memorandum of Understanding
'Deep Dive'



Ignite

Name of Subject

PE

Overall Judgement

Judgement

inadequate	Requires Improvement	good	outstanding
		✓	

Headlines

5 Key Strengths

- ☑ Curriculum offer
- ☑ Extra-curricular offer
- ☑ Sports coach
- ☑ Participation
- ☑ Inclusion

3 Areas for Development

- ☑ Development of PE Passport as an assessment tool
- ☑ Teacher confidence in the subject
- ☑ Equipment

What is needed to move to outstanding

Or

The key reasons behind an outstanding judgement

- ☑ Increase CPD to ensure that all teaching is good or outstanding
- ☑ Monitoring
- ☑ Improve opportunities for Pupil Premium children

Quality of Education

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. Teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.

- Pupils' work across the curriculum is of good quality.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.

- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.

- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)

- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.

- Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.

- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Delivery

What resources do teachers use to aid their planning?	All LTP and progression maps have been distributed and are available on PE Passport. Sport coach is available every day for support. Dance – Planning file for extra dance opportunities Games – Planning provided for all teachers on T Drive Gymnastics – Planning provided for all teachers on T Drive PE Passport directly links to the national curriculum and covers assessment.
How do teachers inform themselves about children's prior learning?	Prior learning is available as a quick reference on the LTP and a more in-depth review on the progression map
Do teachers know why they are teaching their topics?	The clarity of progression is clear and links directly to the key knowledge suggested in the national curriculum. This is communicated internally and through CPD. Teachers make cross curricular links to their topics (Such as, Great Fire of London dancing). Teachers understand the need to link PE to the health benefits
What process has been used to put together the planning this subject	Staff audit of skills; National Curriculum; Liaison with PE coach; Liaison with Head/ Curriculum coach. Development of the curriculum with external stakeholders on 19 th May 2022.
How has Kings Road's 'Cultural Capital' been considered	At Kings Road, we aim to give children the power to achieve their goals irrespective of their circumstances and provide them with opportunities to develop life-long skills. PE recognises and provides opportunities so that this can be achieved through multiple routes. Physical development <ul style="list-style-type: none"> a. The Physical Education curriculum; b. Healthy Eating policies and catering provision; c. The extra-curricular programme related to sports and well-being (mindfulness, Disney dance, multi sports, netball, table tennis, cricket, wake and shake) d. The celebration of sporting achievement including personal fitness and competitive sport; e. Activities available for unstructured time, including lunch and break times; j. Advice & Guidance to parents on all aspects of student lifestyle; k. The promotion of walking or cycling to school. l. Active maths m. GoNoodle n. Change 4 life o. Inclusion activities in all lessons p. Personal goal setting and challenge q. 12 week Core Strength programme Social and leadership development <ul style="list-style-type: none"> a. School Sports Organising Crew b. Leadership training in association with Manchester United c. Inclusive festivals where children lead activities d. Student's voice – Koboca
What is learned at the beginning of the children's journey? (Foundation Stage) and why?	Children at the foundation stage focus on 2 early learning goals. Moving and handling and Health and social care. Within this, they are taught: <ul style="list-style-type: none"> a. How to dress and use the bathroom b. How to talk about a healthy lifestyle c. The effect of exercise and food on their health d. How to hold a writing implement when making marks e. How to use equipment appropriately f. How to move in different ways safely g. Control and coordination when moving Towards the end of the key stage, they are encouraged to use these skills in small games. Moving and Handling – 88.1% Health and self-care 82.1% - Andrew
How is the subject coverage progressive throughout the school?	The progression of the subject builds on the knowledge learned from the previous year. It aims to consolidate the children's skills before adding an additional progressive layer.
What are the strengths of this subject?	<ul style="list-style-type: none"> 📖 Curriculum offer 📖 Extra-curricular offer 📖 Sports coach 📖 Participation 📖 Links to external stakeholders
What are the weaknesses of this subject and what is being done to address these?	In general, teachers are less confident about teaching aspects of PE such as dance and gymnastics. Further CPD is needed to address this along with sustained ongoing support.
How is the subject used to develop reading?	Active Literacy is incorporated into whole-school strategy Technical language is explained Health and fitness is part of the Science curriculum

Progress

How are children that struggle or lack confidence supported?	All PE lessons are inclusive and aim to allow children to set their own personal goals. For instance: During an activity that focuses on the control of a ball a child may bounce it 6 times in succession. They will then be challenged to beat their previous score. Along with this, we have an inclusion policy that allows children to represent their school at various events across the year and attend a Change 4 Life club . This club directly targets children who may feel less included or not have access to a more active lifestyle. SEN children are offered an extra sport session per week (TeamKR) A strong extra-curricular programme is encouraged for all children This is a strength of the school Kings Road is purposely nurturing for all children (non-judgemental culture)
How is this subject assessed and how are the next steps identified?	Teachers are encouraged to assess children at the end of each lesson. PE Passport can be used to allow the children to be assessed at the touch of a button. Additionally, teachers are encouraged to take photos for their reference. Finally, at the end of the year children play an online low stakes quiz which allows teachers to assess the children's 'sticky knowledge' (available on the drive via Kahoot, teachers can make their own using Koboca) Foundation Assessment Trackers On track to achieve the Active Mark Platinum Award (delayed due to Covid-19)
What transition arrangements are in place to support teacher to teacher communication?	Teachers have the opportunity to discuss the individual needs of the children in their incoming class. This includes their physical, health, social and emotional development. Sports teachers deliver some aspects of the curriculum
How is the end of term summative assessments used to aid future progress?	While there is no end of term summative assessments teachers are encouraged to make notes which feed into a longer-term assessment of a child's progression. This combined with end of year Impact Summaries leads to a rounded picture.

Intervention

What is in place for pupil premium children?	Funding of places in clubs Prioritise places for some clubs Inclusion festivals and sports events hosted by Trafford
What is in place for SEN children?	A weekly intervention is available to SEN children and allows them to take part in a range of sporting activities that are aimed at developing physically, socially and emotionally (TeamKR) Lessons are adapted to suit children's specific needs 1-1 TAs provide physical support for children Three inclusion festivals
What interventions are in place across the school?	Interventions are available such as, Team KR, Core Strength, IActive, Cricket
Who delivers the intervention?	Interventions are delivered by one to one staff and the sports coach for SEN children. Cricket interventions are delivered by Lancashire County Cricket Club. Core Strength – taught by teachers and TAs
What evidence is there to support knowledge of the impact of the intervention for potentially vulnerable groups and individuals?	The impact of interventions for more vulnerable children is recorded after each half term. These reports are shared with teachers during transition and members of SLT.
How are EAL pupils catered for?	PE is fortunate in the fact that it has a great degree of demonstration. If the spoken word is needed, where possible, translation is provided.

Continuous Professional Development

What CPD have leaders been given?	The headteacher and subject leaders have been on numerous development courses for PE and we have a strong association with TSSP and the Healthy Learning Trust. Leaders have attended TTSA training
What CPD is in place for all staff?	Numerous external courses are available to all staff (ie TTSA) CPD provided by PE Leads and internal Sports Coach External leaders have provided CPD on site for staff
How are new staff supported?	PE lead meets with new members of staff within their first two weeks in order to explain processes and expectations. PE leads provides ongoing support for all staff
How is teacher and teacher assistant subject knowledge supported?	Teachers and teaching assistants have the opportunity to attend professional development courses. They also have at least one internal training session per year with ongoing support. Along with this, teachers are supported through development-based activities such as curriculum coaching.

Workload and Well-being

Do you feel supported by senior leaders?	Yes
Have you been given the tools to complete the role of the subject leader?	Release provided Staff meeting provided to plan subjects Coaching meeting with Head teacher

How do you support the teachers?	We support the teachers by providing planning, training, and technology to ensure they are able to deliver lessons with as minimal workload as possible. In addition to this, I support them through an ongoing 2-way professional dialogue aimed at addressing misconceptions and improving teaching and learning.
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Monitoring

If a lesson was to be observed what would be seen?	This would be a structured, engaging and interactive lesson that had a reflection on what children had already learned, key teaching points, opportunities to practise the skills and to achieve personal goals. In addition, it would involve a personally reflective section and an opportunity for peers to observe and comment.
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	The lesson would fit into a wider range of lessons aimed at building on key knowledge learned from not only previous lessons but also previous years. Ideally, this lesson would link cross curricular, but this may not always be the case.
What would a teaching assistant be expected to be doing during a lesson?	Teaching assistants would be expected to ensure that all children are engaged with the lesson and support children to achieve their personal bests and improve their knowledge.
Will the teacher's questioning encourage learning and enquiry?	Teachers are encouraged to question throughout to develop and deepen the understanding of the children. Along with this, they are encouraged to allow children the time to think about what they already know, how they can use these skills in the lesson and how they can improve their practise and challenge themselves to become even better.
Are the children learning new knowledge/skills? How do you know?	Throughout each lesson, teachers are encouraged to check the understanding of the children via the use of mini plenaries and opportunities for the children to share practise with their peers. This allows the children to consolidate their understanding. This combined with ongoing assessment, visual evidence and a low-stakes assessment at the end of the year gives a rounded picture of the knowledge acquired by each child.

Any other factors

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