

MANAGEMENT in Primary Physical Education

LEADERSHIP in Primary Physical Education Education

Are Pupils and Staff clear about what it means to get better in PE?

**Progression over time (***non-linear***)**

**3 Pillars of Progression in PE**

**MOTOR COMPETENCE (FMS)**

**Declarative Knowledge:**

How well do pupils recall the key points for success in a movement/movement pattern they have learned?

**Procedural Knowledge:**

How well do pupils demonstrate accurate, safe and efficient movement patterns?

**Pupils should develop knowledge of** accurate movements, movement patterns, movement techniques and sequences

**HEALTHY PARTICIPATION**

**Declarative Knowledge:**

How well do pupils recall the key points for healthy participation?

**Procedural Knowledge:**

How well do pupils demonstrate safe practice of how to participate?

**Pupils should develop knowledge of** safe practice, how to participate, short and long-term impacts of participation

**RULES, STRATEGIES & TACTICS**

**Declarative Knowledge:**

How well do pupils recall the rules, tactics, and strategies for success they have learned?

**Procedural Knowledge:**

How well do pupils demonstrate rules, tactics, and strategies they have learned?

**Pupils should develop knowledge of** conventions, regulations, strategies that are specific to participation in sport / activity

1). Does curriculum coherence support pupils to know more and do more? *How does pupils’ knowledge build in complexity?* How do teachers break down knowledge for novices and sequence the curriculum to build expertise?

2). Do pupils remember core declarative and procedural knowledge long term? *How is revisiting and re-encountering knowledge planned over time?*

Practice, Participation, Engagement Staff Competence, Subject Knowledge, Pedagogical Approach Planning, Teaching, Assessment Cycle (informed)

High Expectations, Ambition, Vision Inclusion, Challenge, Extended Opportunities (Comp + OSHL) Whole School Impact, Cross Curricular, Transfer.