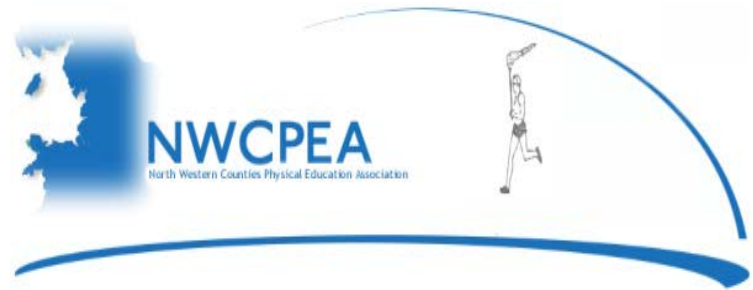


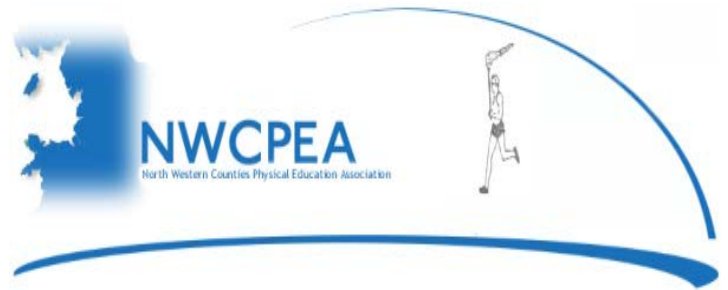


North Western Counties
Physical Education Association
Founded in 1925



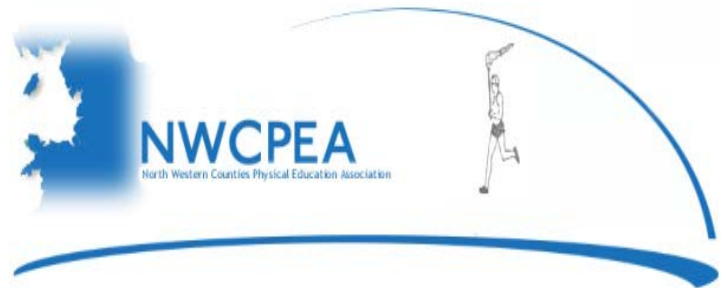
Aims of the Association

- *To broaden knowledge and understanding of physical education*
- *To promote academic and social activities*
- *To provide opportunities for practical experience of physical education*
- *To disseminate and communicate relevant information on physical education*
- *To represent the physical education profession.*



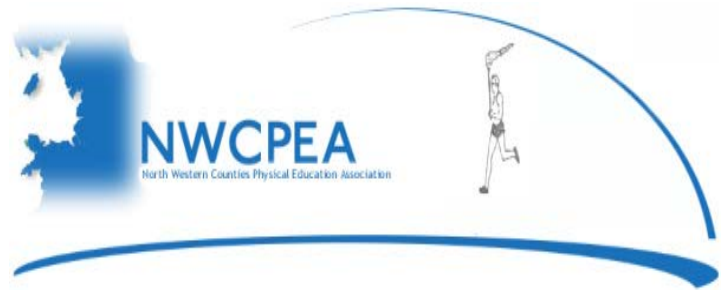
The Early Years.

- A programme of activities/topics of interest and use to teachers
- Lectures and practical demonstrations/social events
- Board of Education Conference – October 1932
- 1933 Syllabus for Physical Training for Elementary Schools
- 1939 Blackpool Easter School
- High quality courses taught by experts in the field. 30 courses
- ***Courses reflected the immediate needs of the teachers***
- 1400 + delegates (mid 1970s)
- 1968-1979 attendance never below 1000
- 1989/90 saw changes in methods of LA funding to teachers to attend in-service courses. No longer viable to run the Blackpool Easter School.
- The Easter School (Liverpool) was briefly resurrected in 2004 but was not sustainable



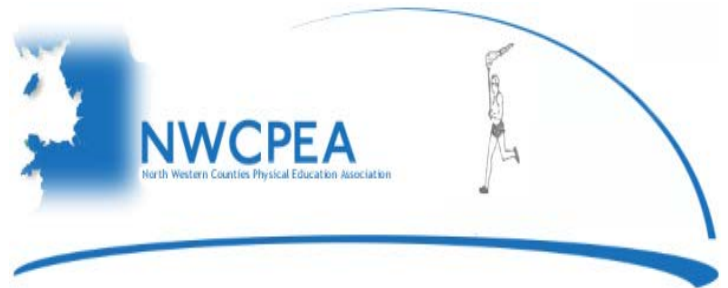
More recent times

- NWCPEA's activities have continually made a positive contribution to PE throughout the country and beyond.
- The intention of the Association is to provide one or more of the following, on an annual basis: workshop(s), lecture(s), seminar(s), conferences. Recent projects have included
- **2013: *The Importance of Physical Education: Challenges and Opportunities.***
- **2014: *Learning Together, Learning for All. Inclusive PE workshop and training.***
- **2015: *The Physical Education Curriculum: content, assessment and the sharing of good practice.*** (A professional learning mini conference(18th June 2015. Manchester).
- **Important to meet the perceived needs of the profession.**



What else does the Association offer?

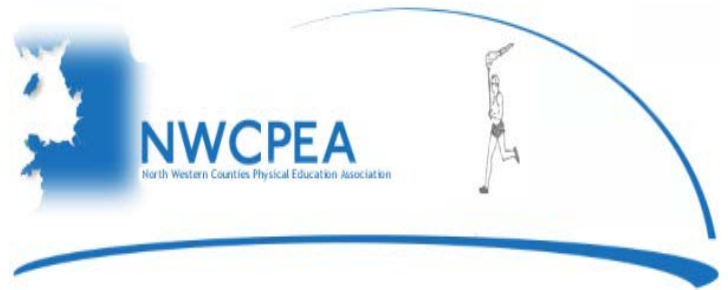
- The Physical Education Review : 1978
- The European Physical Education Review: 1995 -
- A range of resources
- An annual award for Innovation and Best Practice
- An informative Website (currently under re-construction)



Current issues/developments in Physical Education

Primary PE and Sport Premium

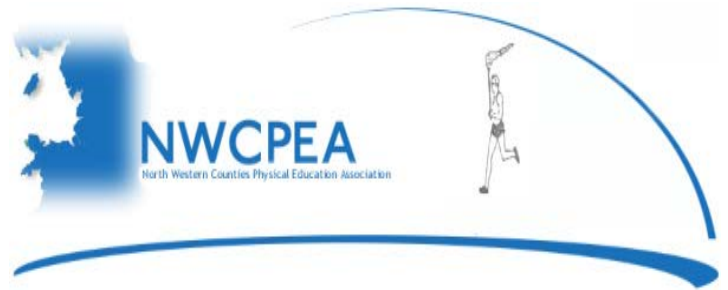
- £150 million for 2013/2014-2014/2015.
- Ring-fenced for PE
- Hiring specialist PE teachers/NGB coaches
- Professional Learning provision
- Cover for teachers
- Increasing participation levels



Monitoring the impact of Primary PE and Sport Premium

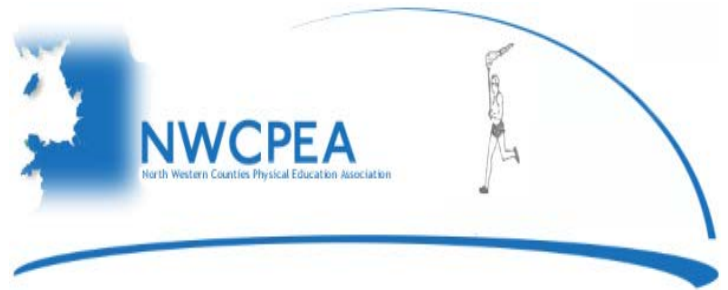
Ofsted to monitor in terms of:

- Participation levels
- CPD levels
- Range of activities
- Improved attitudes towards learning
- Inclusivity
- Increased success in competitive school sport



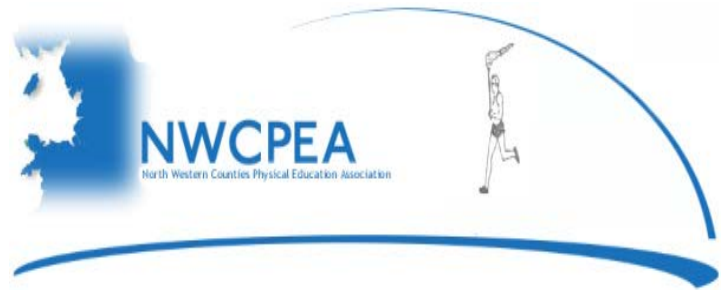
The National Curriculum (2014)

- Sets out the aims, purpose of study and content for Physical education.
- Presents the expectations that pupils should reach by the end of each key stage.



The National Curriculum for physical education aims to ensure that all pupils:

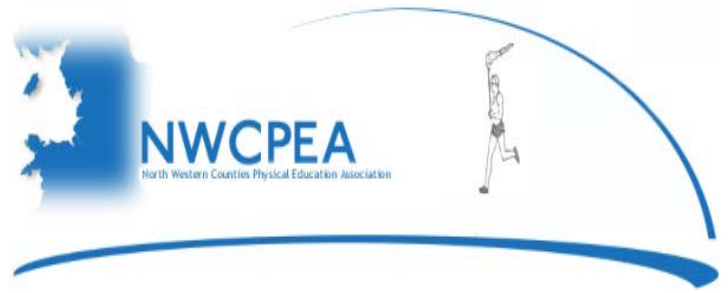
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.



Subject content.

KS1:

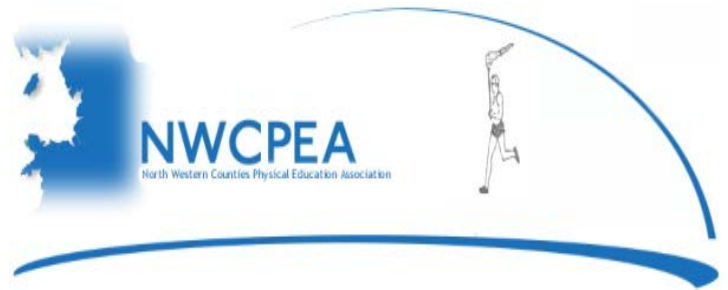
- FUNdamental movement skills
- Team games
- Dance



Subject content.

KS2:

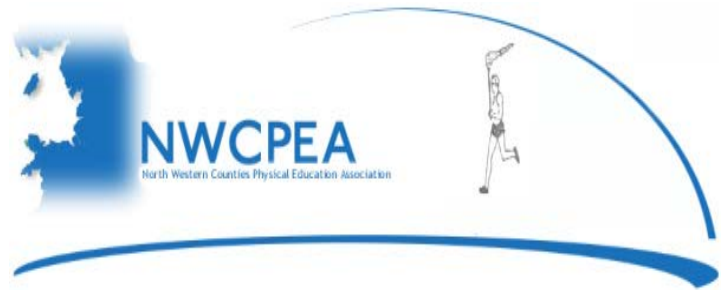
- Run, jump, throw, catch
- Competitive games
- Strength, flexibility, technique, control and balance
- Perform dances
- OAA
- Self-reflect/assess



Swimming and water safety.

Pupils should be taught to:

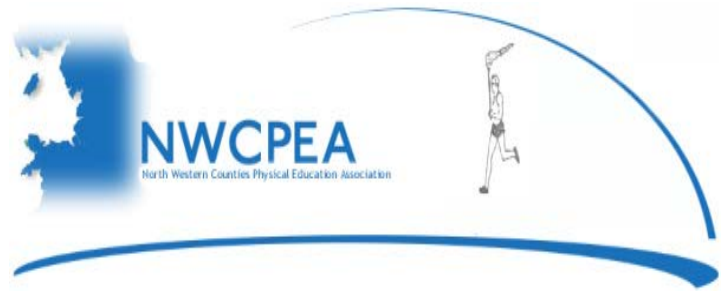
- Swim competently (25 metres)
- Use a range of strokes
- Self-rescue



Subject content.

KS3:

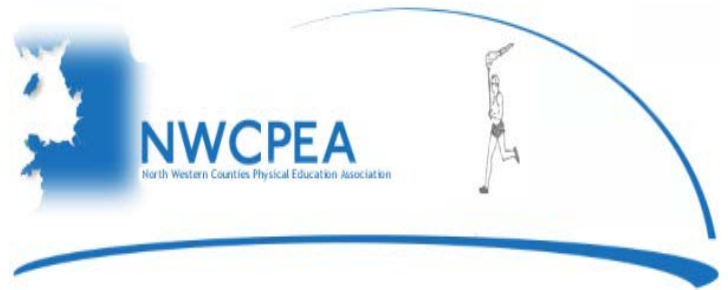
- Deploy tactics/strategies to overcome opponents in team and individual games
- Develop technique/improve performance in other competitive sports (individual)
- Dance - extended range/styles
- OAA
- Self-reflect/assess. Demonstrate improvement.
- Become involved in sport outside school.



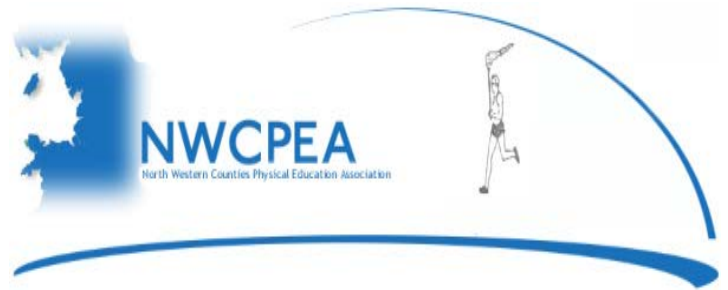
Subject content.

KS4:

- Develop strategies to defeat opponents in team and individual games
- Improve performance in other competitive sports/activities
- OAA –push the boundaries. Team building, trust, problem solving
- Self-reflect/assess. Demonstrate improvement.
- Take part in sport and activities outside school.

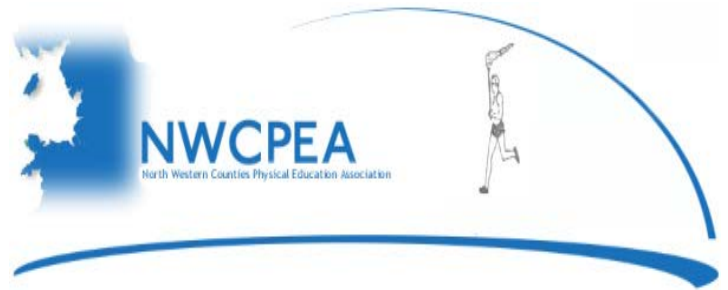


By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Teachers' perceived issues/concerns

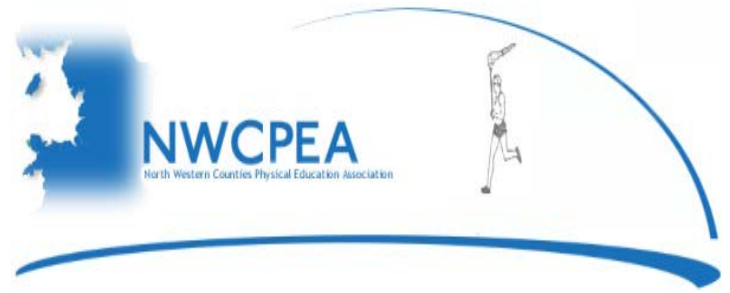
- Fundamental movements: EYFS and KS 1
- OAA
- Shortage of Physical Education expertise at KS1/2
- Monitoring progress over time
- Gathering evidence



Teachers' perceived issues/concerns

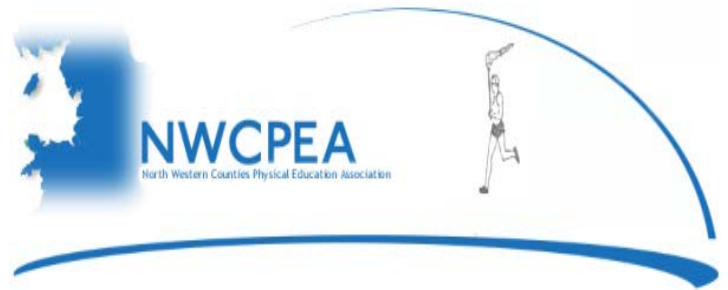
Assessment

- How?
- Establishing criteria
- Ensuring the assessment criteria fits in with the whole school's system for other subject areas
- Tracking progress – who is involved? How often?
- Gathering evidence – how is it shared/stored? IT?
- Differentiation/Inclusivity. Are learning outcomes achievable by all? Support systems in place?



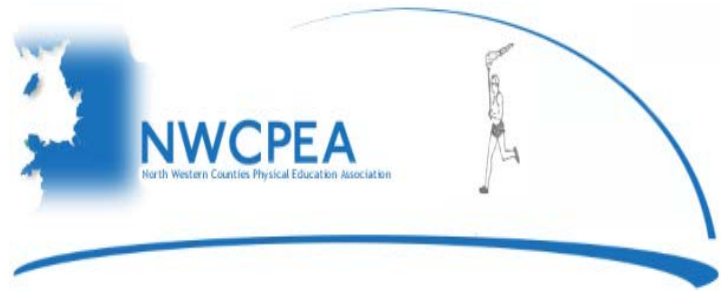
Assessment (contn)

- Monitoring progress over time. How?
- Consistency and avoiding bias. Accurate assessment against criteria.
- Moderation process: who is involved/ how often
- Is the assessment process fair?
- Feedback to pupils/parents re progress
- How often?
- Evidence to support feedback. Types of evidence.
- Transference of evidence.

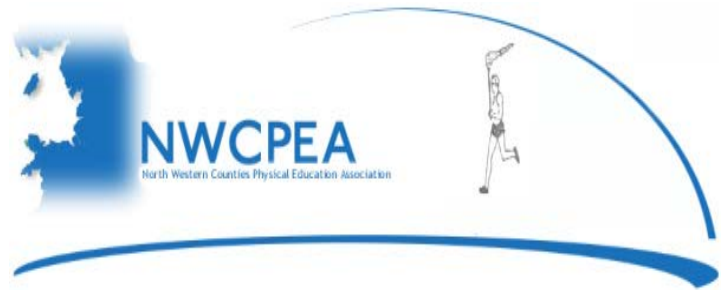


Innovation and best practice.

- Continuous professional learning
- Sharing of best practice
- CASE!



- A new curriculum – a chance to re-invent the way PE is taught?
- Could/should be an exciting time for PE.



References:

- Department for Education (2014). Assessment Principles. Crown Copyright
- Department for Education (2013). National Curriculum in England: programmes of study – keystages 1 and 2. Crown Copyright.
- Department for Education (2013). National Curriculum in England: programmes of study – keystages 3 and 4. Crown Copyright