

# Effective professional learning



## Maximising the Primary PE and Sport Premium through effective professional learning

### How can effective professional learning maximise the Primary PE and Sport Premium?

The additional investment of the Primary PE and Sport Premium funding, will enable a measurable and sustained improvement in school PE and sport, underpinned by high quality teaching that increases participation levels in physical activity, and leads to healthier pupils who are more engaged across the whole curriculum.

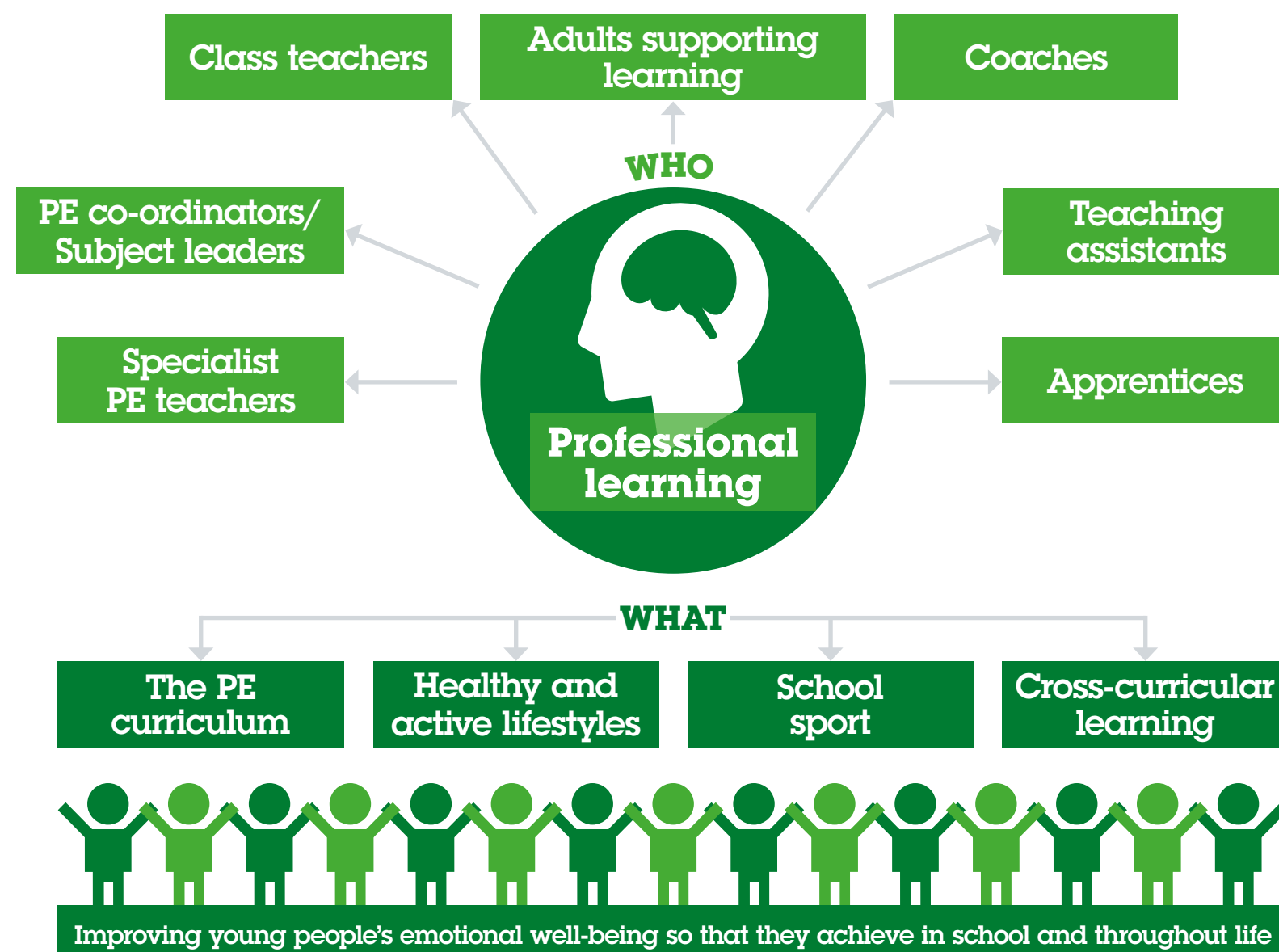
The four objectives of the Primary PE and Sport Premium funding are:

- To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports
- To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence

- To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce
- Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

To ensure sustainable impact of this investment, schools should review their PE and school sport provision to identify where their greatest priorities are in terms of improving their PE and school sport.

This poster will provide you with the information you need to understand the value and outcomes of ensuring you have a suitable professional learning culture for PE and sport, that also supports the teachers' standards framework. Being aware what quality professional learning providers look like, as well as a self-review process, will enable you to understand what support or learning your staff need to ensure they are confident and competent to teach PE and school sport.



Raising standards in PE and school sport requires all teachers and other practitioners to have access to effective professional learning. This will ensure that all teachers are making progress and will therefore support them in developing their teaching standards and supporting the school in its overall effectiveness. It is important that schools have completed an audit of what professional learning is required to meet the needs of the school.

Guidance to support the identification of providers who can demonstrate learning opportunities which impact upon key outcomes of professional learning is provided below. We recommend that providers should be accredited with a kite mark which endorses the quality and effectiveness of their delivery.

The value of effective professional learning needs to be assessed on the impact it has on specific outcomes, the most important of which are:

- Improving teaching and learning
- Improving attainment, achievement and standards
- Fulfilling the teachers' standards criteria.

If the above are improved, this should significantly impact on:

- Improvements in curriculum and extra-curricular opportunities
- Increases in participation in sport/physical activity. This should raise standards across the whole school including behaviour and attitudes to learning.

Types of professional learning that you could consider:

- Team teaching with an experienced practitioner
- Lesson observations/shadowing within school/partner schools
- Quality assured resources to support planning and delivery
- Whole school professional learning events
- Mentoring
- Peer coaching



### Professional learning provider check list:

The provider should be able to demonstrate impact of PE and school sport in other schools



The provider should be able to provide references from schools and Local Authorities that have engaged with the provider



The provider should be able to demonstrate relevant year group experiences



The provider should be able to provide evidence of whole staff training/support



New providers should be able to provide a PE and school sport vision and their experiences to date



The provider should have awareness of Ofsted criteria and national frameworks such as the Physical Literacy framework



### Acknowledgements

This professional learning framework has been developed by:

- Youth Sport Trust (YST)
- Association for Physical Education (afPE)
- County Sports Partnership Network (CSPN)
- Sport England (SE)
- sports coach UK (scUK)

This outline has been developed from the CPD Process Model produced by Professor Jeanne Keay (University of the West of Scotland) and Dr Christine Lloyd (University of Roehampton) published in 'Linking Children's Learning with Professional learning: impact, evidence and inclusive practice' (2011) Sense Publishers.



# Professional learning model — self-review



## How to use this self-review...

This continual professional learning model is designed to help you to identify the needs of both staff and young people. Review your professional learning culture by answering the questions to find out what professional learning is required and what impact this can have on teaching and learning.

### 1 Professional learning culture

How well is PE and sport covered in the whole school professional learning strategy?

How well is the planned professional learning positioned to support the needs and development of the individual attending?

How well is the professional learning personalised to enhance the knowledge and skills of the individual?

### 2 Children's learning needs

How well does the school know the strengths and areas of development of the physical, social and emotional skills of their pupils?

What are the learning needs or areas to develop for each class?

How will the planned professional learning support help improve the learning and progress for the pupils in the class/year group/key stage/school?

What impact will the professional learning have on the pupils in the school?

### 3 Identify the evidence of learning

How will you know if the professional learning is addressing the pupils' learning needs?

What evidence will you need to show/see to know that the teacher/pupils have become more effective?

What will the pupils know, be able to do or understand if the professional learning has impacted on pupil learning?

### 4 Planning professional learning

What professional learning will need to be undertaken to meet the needs of the pupils?

How well is professional learning quality assured?

Is the provider of professional learning appropriate for your school?

How does professional learning link to performance management objectives?

What professional learning opportunities are linked to the whole school development plan?

### 5 Undertaking professional learning

How clear is the person/s undergoing professional learning about how it will impact on their practice?

How well does the member of staff understand the benefits of the professional learning?

How will professional learning effectively be shared across appropriate staff?

How can wider school staff support and benefit from the professional learning?

### 6 Using new learning

How do teachers demonstrate a new confidence and competence in classroom delivery through the new learning?

Are teachers able to use the new learning to support colleagues with their PE delivery?

How do teachers share the knowledge and resources to improve planning across the whole staff?

How has the new learning enabled some consistency of pedagogy across the school?

### 7 Evaluate the impact of professional learning

How have the pupils learning improved as a result of the professional learning?

Is there an improvement in the quality of teaching and learning in PE and how do you know?

Is there an improvement in the quality of the provision in curricular and extra-curricular programmes and how can you evidence this?

Is there an improvement in participation and engagement of learners and how do you know?



## Signposting

### sports coach UK

**Coaching in Schools Portal** — sports coach UK is the lead coaching agency in the UK, and has coordinated and collaborated with afPE, CSPn, Sport England and the Youth Sport Trust to produce a free to access web portal containing all the information headteachers will require to maximise the use of coaches in their school through the Primary PE and Sport Premium.

Our vision is to put coaching at the heart of sport, enabling every child to follow their dreams, have fun and fulfil their potential.

Two recommended workshops to consider undertaking are: Coaching Children (5–12) and Introduction to the FUNdamentals of movement.

For more information go to:

[www.sportscoachuk.org/primary-school-head-teachers-web-portal](http://www.sportscoachuk.org/primary-school-head-teachers-web-portal)

### afPE

One of afPE's corporate objectives is to play a leading role in the development of a workforce with the skills and qualities required to assure high quality physical education and in sport in schools. Safe teaching and learning is also at the heart of what we do.

- **Membership to support the workforce to deliver high quality outcomes** — [www.afpe.org.uk/membership-services](http://www.afpe.org.uk/membership-services)
- **The Professional Development Board** — [www.bit.ly/afPE-PDB](http://www.bit.ly/afPE-PDB)
- **Professional learning opportunities** — [www.afpe.org.uk](http://www.afpe.org.uk)
- **Bespoke professional learning** — [www.afpe.org.uk](http://www.afpe.org.uk)

### Youth Sport Trust

The Youth Sport Trust is passionate about helping all young people to achieve their full potential — and we also have a range of support available to those working in education and school sport.

Our extensive range of programmes and initiatives; sport and education resources; events and continuing professional development programmes; and of course our school Membership scheme are all created to achieve the best possible outcomes for young people.

Our specialist staff work closely with all schools (primary, secondary and special educational needs) and a range of partners including National Governing Bodies of Sport and our corporate partners, to get even more young people involved in PE and school sport.

For more information go to: [www.youthsporttrust.org](http://www.youthsporttrust.org)

### Sport England

Sport England is committed to helping people and communities across the country create sporting habits for life. We know that young people form habits at an early age and that school sport is important in building strong foundations of sporting habits for life. This means investing in organisations and projects that will get more people playing sport and creating opportunities for people to excel at their chosen sport. One of the important groups of organisations we fund are National Governing Bodies of Sport (NGBs).

**NGBs** — Across England there are many different NGBs who have responsibility for managing their specific sport, and coach education will be a key component of their sports development plans. Information on the sports specific coaching courses they offer can be obtained through contacting the sports directly, or through your local County Sports Partnership.

For more information go to: [www.sportengland.org](http://www.sportengland.org)

### CSPnetwork

Your local County Sports Partnership coordinates a range of training, networking and development support with local and national partners, and can help you secure training to meet the needs of your school workforce and maximise the impact of your Sport Premium funding.

To find your CSP visit: [www.cspnetwork.org](http://www.cspnetwork.org)