

## PE

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

#### Our Vision

**'We are a Family of Friends who LEARN together.'**

#### Our Goal

Our vision for excellence within our PE curriculum is created in line with the National Curriculum Purpose of Study and aims to provide children with opportunities to:






- excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.

### Our Values & Curriculum Drivers

**At Hove Learning Federation, PE is driven by the following values:**

	<p><b>Love of Learning</b></p>	<ul style="list-style-type: none"> <li>• Participate in a range of activities in order to develop physical skills</li> <li>• Develop their spatial awareness</li> <li>• Be made aware of simple physiological changes which take place during exercise</li> <li>• Be given opportunities to develop imagination and co-operation</li> <li>• Be given opportunities to enjoy and succeed in Physical Education</li> <li>• Be stimulated and challenged</li> <li>• Be given the opportunity to develop areas of personal interest in extra-curricular time</li> </ul>
	<p><b>Equality, Diversity &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Support children to achieve and be proud of their personal best</li> <li>• Enable children to make connections with others in a team environment</li> <li>• Foster a sense of identity and an increased understanding of children's own position in their community and the world</li> <li>• Help children to learn to value their own and other people's achievements</li> </ul>
	<p><b>Aiming High</b></p>	<ul style="list-style-type: none"> <li>• Be given opportunities to develop personal characteristics such as initiative, self-reliance and self-discipline</li> <li>• Be reflective and analytical of personal performance and achievements</li> <li>• Evaluate the effectiveness of skills and techniques of self and others</li> <li>• Discuss the impact of physical education on physical and mental health</li> <li>• Inspire children to attain high standards by introducing purposefully chosen, aspirational sporting heroes</li> </ul>
	<p><b>Respect and Well-being</b></p>	<ul style="list-style-type: none"> <li>• Foster empathy and respect for different skill sets amongst peers</li> <li>• Show pride in their own and others' achievements</li> </ul>
	<p><b>Nurture and Citizenship</b></p>	<ul style="list-style-type: none"> <li>• Understand their position and roles within a team</li> <li>• Develop a sense of belonging within intra and inter school sporting events</li> <li>• Understand how sporting events have affected their own community on a local, national and global scale</li> </ul>

## Our Curriculum Design

Meet the needs of every child across the whole curriculum

Equity	Inclusion	Learning Behaviours	Personal Development	Skills	Knowledge and Understanding	Creative and critical thinking	Cultural Capital
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.

## Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

Independence	Perseverance	Curiosity	Imagination	Co-operation

## PE Long Term Sequence Features

Sequencing	Small Steps	Spiral	Long Term Memory	Making New Links	Cognitive Load	Key Concepts	Substantive and Disciplinary Knowledge
Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their physical education knowledge and understanding through exposure to a	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 our sequence guides children to develop an understanding of ball skills and invasion	The progression of knowledge in PE has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum	Our long-term sequence for PE reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons	Children develop knowledge about key concepts and skills in PE which allow them to grow their understanding of their body and systems.	<b>Substantive Knowledge</b> The subject knowledge and explicit vocabulary used to learn about the content  <b>Disciplinary Knowledge</b> PE draws on knowledge from a range of

progression of substantive and disciplinary knowledge		games which will build the foundations ready to introduce specific sports in KS2 such as basketball.	goal is to make the learning stick!	overview shows how new learning is carefully imparted over time.	covered in previous years in order to refer back.		disciplines, including elite sport, physiology, psychology and sociology. For example, knowledge of how breathing rates increase during exercise.
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### Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for PE (2014).

#### **EYFS**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### **KS1 and KS2**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. 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.

#### **KS1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught 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.

#### **KS2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught 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

**Swimming:**

All schools must provide swimming instruction either in key stage 1 or key stage 2. Currently our children receive swimming lessons in Year 4 In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

**HLF Long Term Plan Example**

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression. Our full Long-Term Plans can be accessed on our school websites.

HLF LONG TERM PLAN YEAR 2023 - 2024														
		EYFS Indoor	Y1 Indoor	Y1 Outdoor	Y2 Indoor	Y2 Outdoor	Y3 Indoor	Y3 Outdoor	Y4 Indoor	Y4 Outdoor	Y5 Indoor	Y5 Outdoor	Y6 Indoor	Y6 Outdoor
AU1	Unit	<b>Introduction to PE: Unit 1</b>	<b>Gymnastics 1 (6 lessons)</b>	<b>Ball Skills (6 lessons)</b>	<b>Gymnastics 1 (6 lessons)</b>	<b>Fundamentals (6 lessons)</b>	<b>Fundamentals (6 lessons)</b>	<b>Fitness (6 lessons)</b>	<b>Gymnastics</b>	<b>OAA (6 lessons)</b>	<b>Gymnastics (12sessions)</b>	<b>Hockey</b>	<b>Fitness</b>	<b>Netball</b>
	Steps	1 To move safely and sensibly in a space with consideration of others 2 To develop moving safely and stopping with control 3 To use equipment safely and responsibly 4 To use different travelling actions whilst following a path. 5 To work with others co-operatively and play as a group. 6 To follow, copy and lead a partner.	1-To explore travelling movements. 2-To develop and combine travelling movements. 3-To develop quality when performing and linking shapes. 4-To develop quality when linking shapes. 5-To develop stability and control when performing balances. 6-To develop stability and control when performing balances.	1-To develop dribbling a ball with your hands. 2-To explore accuracy when rolling a ball. 3-To explore throwing with accuracy towards a target. 4-To explore catching with two hands. 5-To explore dribbling a ball with your feet. 6-To explore tracking a ball that is coming towards me.	1-To perform gymnastic shapes and link them together. 2-To perform gymnastics shapes with control and link them together. 3-To use shapes to create balances. 4-To use shapes to create balances. 5-To link travelling actions and balances using apparatus. 6-To develop travelling actions and balances using	1-To explore how the body moves when running at different speeds. 2-To develop changing direction and dodging. 3-To develop balance, stability and landing safely. 4-To explore and develop jumping, hopping and skipping actions. 5-To develop co-ordination and combining jumps. 6-To develop combination jumping and skipping in an individual rope.	1-To develop balancing and understand the importance of this skill. 2-To develop technique when running at different speeds. 3-To develop agility using a change of speed and direction. 4-To develop technique and control when jumping, hopping and landing. 5-To develop skipping with a rope. 6-To apply fundamental skills to a variety of challenges.	1-To recognise different areas of fitness and explore what your body can do. 2-To develop speed and strength. 3-To develop co-ordination. 4-To develop agility. 5-To develop balance. 6-To develop stamina.	1-To develop individual and partner balances. 2-To develop individual and partner balances using apparatus. 3-To develop control in performing and landing rotation jumps. 4-To develop rotation jumps and sequence building using apparatus. 5-To develop the straight, barrel, forward and straddle roll. 6-To assess my straight, barrel, forward and straddle roll.	1-To develop co-operation and teamwork skills. 2-To develop trust and teamwork. 3-To involve all team members to work towards a shared goal. 4-To develop trust whilst listening to others and following instructions. 5-To be able to identify objects, draw and follow a simple map. 6-To draw a route using directions, orientate a map and navigate around a grid.	1-To perform symmetrical and asymmetrical balances. 2-To perform interesting symmetrical and asymmetrical balances using apparatus. 3-To develop the straight, forward, straddle and backward roll. 4-To develop the straight, forward, straddle and backwards roll into a sequence. 5-To explore different travelling actions using both canon and synchronisation. 6-To explore	1-To develop dribbling to beat a defender. 2-To send and receive the ball with control under pressure. 3-To select the appropriate skill, choosing when to pass and when to dribble. 4-To move into and create space to support a teammate. 5-To use the appropriate defensive technique for the situation. 6-To apply rules, skills and principles to play in a tournament.	1-To develop an awareness of what your body is able to do. 2-To develop speed and stamina. 3-To develop strength using my own body weight. 4-To develop agility. 5-To develop agility. 6-To develop balancing with control.	1-To develop passing and moving to maintain possession. 2-To use a variety of attacking skills to lose a defender. 3-To move into and create space to support a teammate. 4-To use defending skills to gain possession. 5-To develop accuracy in the shooting action under pressure. 6-To use and apply skills, principles and tactics to a game situation.

**HLF Subject Progression Ladders**

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning.

Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring.

They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.




<b>Vocabulary</b>	Food, healthy, drink, exercise	Heart, heartbeat, breathing, strength, safe, sweat	physical activity, strength, lungs, oxygen, blood, hydration
<b>Evaluation</b>	Talk about what they have done  Talk about what others have done	Watch and describe performances  Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance  Talk about the differences between their work and that of others
<b>Vocabulary</b>	Share, explain, show	Describe, perform, performances, improve	Difference, support, encouragement
<b>Gymnastics</b>	<b>By the end of Year R:</b> <b>Gross Motor ELGS</b> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing		<b>By the end of KS1:</b> Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children should be taught to begin to apply these in a range of activities. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.
	<b>Nursery</b>	<b>Reception</b>	<b>Acquiring and Developing Skills in Gymnastics (General)</b>
	<b>Gross Motor Skills:</b> Go up steps and stairs, or climbs up apparatus, using alternate feet  Start to take part in some group activities which he/she makes up for himself/herself, or in teams  Match their developing physical skills to tasks and activities in the setting, e.g. they decide whether to crawl, walk or run across a plank, depending on its length and width	<b>Gross Motor Skills:</b> Revise and refine the fundamental movement skills they have already acquired; climbing  Revise and refine the fundamental movement skills they have already acquired; jumping  Revise and refine the fundamental movement skills they have already acquired; rolling  Progress towards a more fluent style of moving, with developing control and grace	<b>Acquiring and Developing Skills in Gymnastics (General)</b>  <i>Create and perform a movement sequence</i>  <i>Copy actions and movement sequences with a beginning, middle and end</i>  <i>Link two actions to make a sequence</i>  <i>Recognise and copy contrasting actions (small/tall, narrow/wide)</i>  <i>Travel in different ways, changing direction and speed</i>  <i>Hold still shapes and simple balances</i>  <i>Carry out simple stretches</i>

## Substantive Knowledge

This is the subject knowledge and explicit vocabulary used to describe the skills and knowledge that underpin the children's learning in PE.

### Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concepts




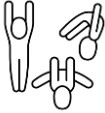


Our curriculum drivers and PE substantive concepts are the 'golden thread' running through our PE curriculum. Children learn physical skills through practical activities and repeated opportunities to develop and refine their physical abilities across a range of sports and games. This explicit planning supports children to transfer their knowledge and skills across the curriculum and use it to frame future learning and develop their physical literacy. This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

PE 3D Curriculum		
Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6 (for example throwing and catching)</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Links between subjects, commonly known as cross-curricular, or themed (for example, developing their fine motor skills through 'Write Dance' EYFS to improve their writing development)</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Concepts connected across both year groups and across subjects (for example, learning about healthy eating in PSHE and science as well as in PE, and revisiting this several times from EYFS to Y6)</p> <div style="text-align: center; margin-top: 20px;">  </div>

## PE Substantive Concepts

Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Children use prior knowledge to make links with new learning which is why our spiral structure ensures deepening understanding across our curriculum. Children need carefully planned opportunities to apply and make sense of what they have learnt. Prior knowledge is revisited and misconceptions actively diagnosed.

There are 6 areas that encompass the substantive knowledge which is developed within PE across our school. We return to these across the topics within our spiral curriculum.

Invasion games Net/wall games Strike/field games	Outdoor and adventurous activities	Athletics	Gymnastics	Dance	Swimming
					
Participate in team games, developing simple tactics for attacking and defending play competitive games, modified	Take part in outdoor and adventurous activity challenges both individually and within a team.	Use running, jumping, throwing and catching in isolation and in combination. Master basic movements including running,	Develop flexibility, strength, technique, control and balance [for example, through	Perform dances using simple movement patterns. Compare their performances with previous ones and	Swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively

where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending		jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	athletics and gymnastics]	demonstrate improvement to achieve their personal best.	(for example, front crawl, backstroke and breaststroke); perform safe self-rescue in different water-based situations.
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### Local Knowledge, Enrichment & Cultural Capital

**Local knowledge and community**

At HLF, we value the importance of our local community. Within our PE curriculum, we encourage local athletes and clubs to come in and discuss their sports, achievements and journeys to help inspire our children.

**Enrichment**

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities and sports that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and live a healthy, active lifestyle. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education around sports.

**Cultural Capital**

These are the opportunities such as trips, intra and inter competition, visits and interactions with members of our local sporting community that are woven through our curriculum that give children the essential knowledge needed to be healthy citizens.

#### Visits, trips, and enrichment activities to show how children build upon their understanding of their community (Brighton and Hove)

- Saplings
- Athlete visits
- Extra-curricular Sport Clubs
- County wide festival- tournaments
- City wide Football tournaments
- Withdean athletics competition
- Let's Dance
- County cricket ground visits
- Sports week across HLF
- YellowWave
- Specialist coaches
- Swimming
- Residential visits

## Implementation – How do we deliver the curriculum?

### -The strategies and steps that we take every day to achieve our curriculum intent

#### Sequencing

Our PE curriculum is taught across each year group in units which link to our topics. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An example of this is outlined below:

PE Curriculum Sequence Overview











Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Road</b>	Introduction to PE: Unit 1	Dance: Unit 1	Gymnastics: Unit 1	Games: Unit 1	Ball Skills: Unit 1	Fundamentals: Unit 2

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Road</b>	Ball Skills (6 lessons) Invasion Games (6 lessons)	Gymnastics (12 lessons)	Dance (12 lessons)	Net and Wall Games (6 lessons) Sending and receiving (6 lessons)	Striking and Fielding Games (6 lessons) Target Games (6 lessons)	Athletics (6 lessons) Team Building (6 lessons)
<b>Holland Road indoor</b>	Gymnastics (12 lessons)		Dance (12 lessons)		Target Games (6 lessons)	Team Building (6 lessons)
<b>Holland Road outdoor</b>	Ball Skills (6 lessons)	Invasion Games (6 lessons)	Net and Wall Games (6 lessons)	Sending and receiving (6 lessons)	Striking and Fielding Games (6 lessons)	Athletics (6 lessons)

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Road</b>	Fundamentals (6 lessons) Ball Skills (6 lessons)	Gymnastics (12 lessons)	Dance (12 lessons)	Sending and Receiving (6 lessons) Target games (6 lessons)	Striking and Fielding (6 lessons) Net and Wall Games (6 lessons)	Athletics (6 lessons) Invasion Games (6 lessons)
<b>Holland Road indoor</b>	Gymnastics (12 lessons)		Dance (12 lessons)		Striking and Fielding (6 lessons)	Invasion Games (6 lessons)
<b>Holland Road outdoor</b>	Fundamentals (6 lessons)	Ball Skills (6 lessons)	Sending and Receiving (6 lessons)	Target Games (6 lessons)	Net and Wall Games (6 lessons)	Athletics (6 lessons)


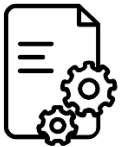

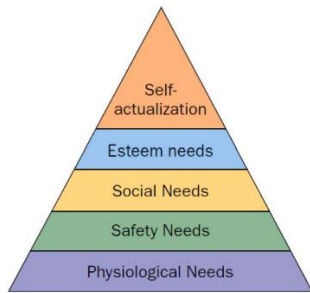

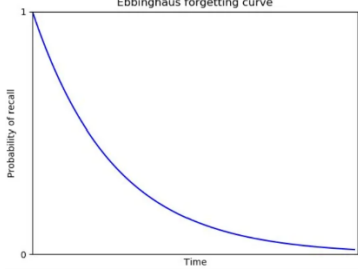
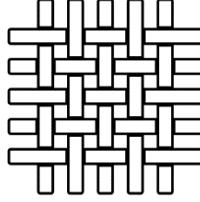
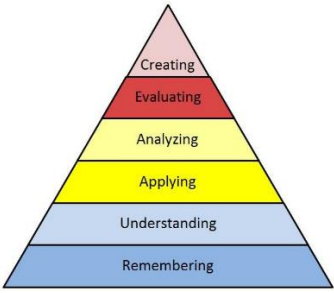




#### Pedagogy

#### Key Principles for Effective Teaching & Learning at Hove Learning Federation

<p><b>High expectations</b></p> 	<p><b>Quality first and adaptive teaching</b></p> 	<p><b>Developing learning behaviours</b></p> 	<p><b>Relationships and environment</b></p> 	<p><b>Quality of instruction</b></p> 
<p><b>Inspire, support and challenge</b></p> 	<p><b>Layered modelling to ensure access for all children</b></p> 	<p><b>Subject knowledge and mastery</b></p> 	<p><b>Effective questioning and feedback</b></p> 	<p><b>Making it stick' - transferring knowledge to long-term memory</b></p> 

## Key Theories & Evidence Based Research to design lessons and units

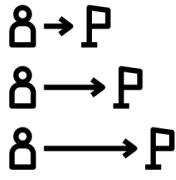
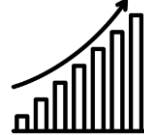








Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<p><b>Sweller's cognitive load theory</b></p> 	<p><b>Rosenshine's principles of instruction</b></p> 	<p><b>Cain and Oakhill's vocabulary instruction</b></p> 	<p><b>Maslow's Hierarchy of Needs</b></p> 
<p><b>Fiorella and Mayer's generative learning practice</b></p> 	<p><b>Ebbinghaus' forgetting curve</b></p> 	<p><b>Interleaving and Spacing</b></p> 	<p><b>Bloom's Taxonomy</b></p> 
<p><b>Retrieval Practice</b></p> 	<p><b>Bruner's Spiral Curriculum</b></p> 	<p><b>Pupil Book Study</b></p> 	<p><b>Education Endowment Foundation</b></p> 

## Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

### Examples of in class formative assessment opportunities

<p>deliberate practice and rephrasing of taught content</p> 	<p>cumulative quizzing within the learning sequence</p> 	<p>structured discussions in class</p> 	<p>retrieval and recall</p> 	<p>explaining and challenge partner talk</p> 
<p>self and peer assessment</p> 	<p>teacher feedback and summaries</p> 	<p>diagnostic questioning</p> 	<p>higher order thinking and exit tickets</p> 	<p>summarising and explaining the Big Question from the sequence</p> 



rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & concept questions 
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### Mapping and Planning – 7 Lenses

Alex Bedford’s Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

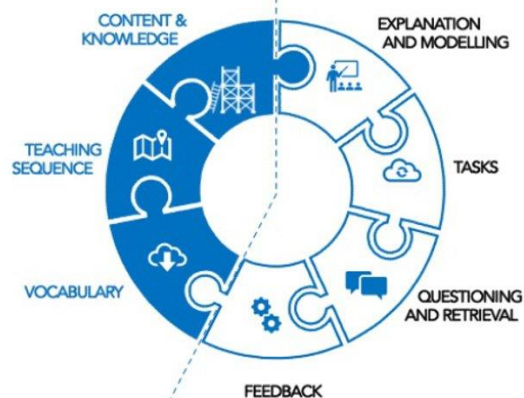
When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning ‘travel’ with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).

#### STRUCTURE

#### PARTICIPATION



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

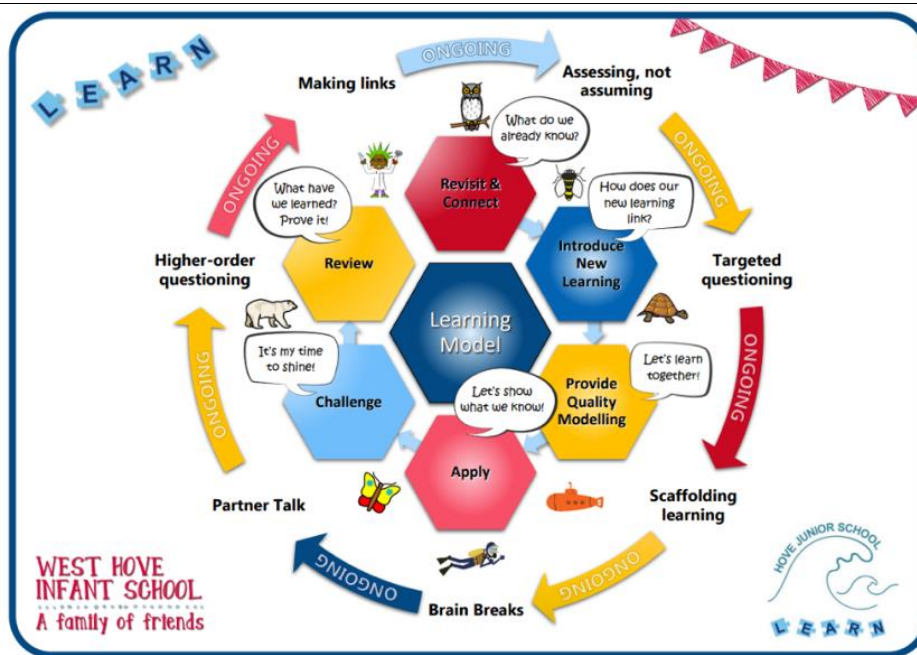
### Lesson Structure/Model

#### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



### Environment and Resources

We utilise a wide range high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed to minimise cognitive overload and allow each child access to their learning in the most inclusive way. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson. Our PE equipment and resources are reviewed regularly to ensure they are fit for purpose and allow the most aspiration teaching and learning to take place.

### Diversity and Identity across the PE Curriculum






Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and use examples of where this has not or is not the case to support learning and promote tolerance.

### SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become physically literate. Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

We do this by:

	-Identifying the CRITICAL CORE CONTENT that pupils with SEND need to know and use.
	-CHUNKING knowledge and knowledge notes/models in manageable sections
	-Teachers use structured RESPONSIVE FRAMEWORKS (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured DELIBERATE PRACTICE to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured CHALLENGE FRAMEWORKS to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	-Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.

	-Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of geography skills.
	-Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of geographical concepts.
	-Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.
	-Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)
	-EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology




## Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

## Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

Learning Behaviours	Emotional	Names and expresses emotions	Shows pride in successes	Social	Focuses on learning in class	Shows empathy and appreciates diversity	Cognitive	Organises time and space for own learning	Talks purposefully with peers, valuing other opinions
		Manages impulses of personal behaviour			Attentive to directions, listening to the teacher			Sets goals and monitors own progress	
Attitudes to Learning	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
Quality of Education	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

## Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see

<p><b>lip/PowerPoint and planning look</b></p>	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p>	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p>	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

'Implementation'). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine's Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is 'sticking' in the children's long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).

## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
<b>Formative and Summative assessments</b>					
<p>Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.</p> <p><b>Formative Assessment</b> We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning. Each subject assesses in a range of different ways (see 'Implementation' section).</p> <p><b>Summative Assessment</b> Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:</p> <ul style="list-style-type: none"> <li>• Content and knowledge</li> <li>• Use of vocabulary</li> <li>• Ability to access the curriculum and thrive</li> </ul> <p>All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.</p>					

<b>Continuous Professional Development for all Staff</b>
<p><i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i> - EEF</p> <p>Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.</p> <p>As a school, we use a range of development methods to meet the needs of our staff. This includes:</p> <ul style="list-style-type: none"> <li>• 1:1 using mentoring or coaching</li> <li>• Guided collaborative group work</li> <li>• Use of research based think pieces</li> <li>• Professional modelling</li> </ul>
<b>Governors</b>
<p>Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.</p>