



## Specification

Level 5 Certificate in Primary School  
Physical Education Specialism

Level 6 Award in Primary School  
Physical Education Subject  
Leadership



**Sports  
Leaders**



## Qualification information

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### Objectives:

The Level 5 Certificate in Primary School Physical Education Specialism is a recognised qualification that aims to upskill primary school teachers, higher level teaching assistants and teaching assistants with extensive experience (experience across year groups and pupil groups) to improve the overall delivery of the physical education curriculum within primary schools. On successful completion of this qualification, delegates will be able to assist in raising the standards within primary school physical education teaching.

The Level 6 Award in Primary School Physical Education Subject Leadership is a recognised qualification to improve the overall delivery of the physical education curriculum within primary schools. The aim of this qualification is to upskill primary school teachers to enable them to lead the delivering of the primary school physical education curriculum. On successful completion of this qualification, delegates will be able to take subject leadership within primary school physical education teaching and deliver sustainable high quality primary school physical education.

	Level 5	Level 6	Level 5 & 6 combined
Total Qualification Time	146	38	184
Tutored time	45	18	63
Directed Study	101	20	121
Credits	15	4	-
Qualification number (Quan code)	603/2470/3	603/2471/5	-

### Who can undertake the qualifications?

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Delegates must fit the following criteria:

	Level 5	Level 6
Primary school teacher with QTS or GTCS	✓	✓
Primary school teacher without QTS or GTCS	✓*	✗
Higher level teaching assistant within a primary school	✓*	✗
Teaching assistant with 2 years experience delivering PE across both Key Stage 1 and 2	✓*	✗
Secondary school teacher	✗	✗
Further education lecturer	✗	✗
Coach** working within a primary school in the role as a Teaching Assistant (should have a minimum of 5 years experience delivering PE across both Key Stage 1 and 2)	✓*	✗
Employee of an external organisation linked to a primary school	✗	✗

\*On completion of the qualification these individuals will be PE specialists – they are still required to be supervised by a QTS accredited teacher in their role in raising the standards of PE teaching. This qualification does not qualify individuals to become a PE teacher.

\*\*Coaches are still required to have a minimum of a Level 2 qualification in any of the sports/activities that they assist in raising the standards of PE teaching.

## Assessment

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Sports Leaders have provided an easy to use Delegate Assessment Guide for this qualification. The Delegate Assessment Guide is a mandatory document which gives a comprehensive outline of the tasks that delegates are required to complete and be assessed for to meet the Assessment Criteria of both the Level 5 Certificate in Primary School Physical Education Specialism and the Level 6 Award in Primary School Physical Education Subject Leadership.

## Resources

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To assist you with the delivery and assessment of this qualification Sports Leaders will provide you with access to the following documents electronically:

- Qualification specification
- Delegate Assessment Guide
- Tutor Resource presentation slides for each unit
- Internal Verification Record
- Quality Assurance Review Checklist

## Training

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Sports Leaders offers Tutor Training for those who wish to deliver our qualifications. It is compulsory for a minimum of one person per Professional Learning Centre to attend Tutor Training prior to course delivery. Information on Tutor Training can be found [here](#).

It is also compulsory for all named Internal Verifiers on Sports Leaders qualifications to undertake e-training. Centre Course Managers (CCMs) e-training is also available and can be accessed [here](#).

## Policies

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When agreeing to the Terms and Conditions, all Professional Learning Centres have acknowledged that the following policies are in place and accessible to both delegates and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy

Our Quality Assurance engagements will be checking these are in place and whether these have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your [Senior Quality Assurance Officer](#) or your [Customer Services Team](#) member as soon as possible. We are happy to offer guidance regarding these policies if required.

## Price

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The price list for all Sports Leaders qualifications, awards and additional resources can be found [here](#).

## FAQs

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A list of Frequently Asked Questions can be found [here](#).

## Units, Learning Outcomes and Assessment Criteria

### Level 5 Certificate in Primary School Physical Education Specialism

Unit title and outline		GL	DS	TQT	Credits
<b>Unit 1</b> – Developing own ability as a primary school physical education specialist		5	5	10	
Tasks for Unit 1	Task 1 – Implement a personal development plan to improve abilities as a primary school physical education specialist				
<b>Unit 2</b> – Understanding primary school physical education		8	8	16	
Tasks for Unit 2	Task 2 – The key features of the primary school PE curriculum				
	Task 3 – Building positive attitudes towards PE				
	Task 4 – The PE programme and its impact on a primary school				
<b>Unit 3</b> – Principles of pedagogy in primary school physical education		8	8	16	
Tasks for Unit 3	Task 5 – Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE				
<b>Unit 4</b> – Planning for continuity and progression in primary school physical education		8	20	28	
Tasks for Unit 4	Task 6 – Create curriculum map and units of work				
<b>Unit 5</b> – Using assessment to impact on learning and progress in primary school physical education		8	25	33	
Tasks for Unit 5	Task 7 – Plan, deliver and evaluate assessment strategies for a unit of work				
<b>Unit 6</b> – Teaching primary school physical education		8	35	43	
Tasks for Unit 6	Task 8 - Teach, review and revise a ‘good or better’ PE unit of work				
<b>Total</b>		<b>45</b>	<b>101</b>	<b>146</b>	

### Level 6 Award in Primary School Physical Education Subject Leadership

Unit title and outline		GL	DS	TQT	Credits
<b>Unit 7</b> – Lead sustainable development within primary school physical education		18	20	38	
Tasks for Unit 7	Task 9 – Evaluating physical education provision				
	Task 10 – Design, lead and evaluate a target strategy for primary school PE				
<b>Total</b>		<b>63*</b>	<b>121*</b>	<b>184*</b>	<b>18*</b>

TQT = Total Qualification Time (TQT = GL + DS), GL = Guided Learning hours, DS = Direct study

\* Note: Level 5 + Level 6 GL/DS/TQT/Credits

## Level 5 Certificate in Primary School Physical Education Specialism

**Note:** The Delegate Assessment Tasks have been numbered to reflect an order that delegates could work through them. This is not the only order they can be completed. The order of the Delegate Assessment Tasks can be changed, or combined, when considering them as part of the whole learning programme.

Unit 1 – Developing own ability as a primary school physical education specialist			
Learning Outcomes The delegate will...	Teaching content The delegate will be taught...	Assessment Criteria The delegate can...	Delegate Assessment Task The delegate will need to complete...
1. Be able to audit own abilities as a primary school physical education specialist	The range and content of subject matter that the primary school physical education curriculum must and/or should be taught through, for example: <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Swimming</li> <li>• Competitive games (e.g. badminton, football and rounders)</li> <li>• Dance</li> </ul>	1.1 Audit own abilities as a primary school physical education specialist	<p><b><i>Task 1 – Implement a personal development plan to improve abilities as a primary school physical education specialist</i></b></p> <p>Create, implement and manage a personal development plan to develop the abilities required to be a primary school physical education specialist. This must include:</p> <ul style="list-style-type: none"> <li>• An audit of own existing abilities to be a primary school physical education specialist</li> <li>• Creating a personal development plan from the findings of the audit</li> <li>• Acting on the personal development to improve own abilities</li> <li>• Reporting on progress against the personal development plan</li> <li>• Review and revise the personal development plan to ensure that ongoing development</li> </ul>
	What constitutes an expert in the subject matter that the primary school physical education curriculum must and/or should be taught through		
	The personal skills and attributes required to be a primary school physical education specialist, as outlined in the Teachers' Standards		
	How to audit own abilities against the requirements of: <ul style="list-style-type: none"> <li>• Subject matter expertise</li> <li>• Skills to be a primary school physical education specialist</li> <li>• Attributes to be a primary school physical education specialist</li> </ul>		
	How to use the results of own audit to highlight areas in need of development		
2. Be able to develop own abilities as a primary school physical education specialist	To create a personal development plan using the audit of own abilities as a primary school physical education specialist	2.1 Produce a personal development plan to develop own abilities to be a primary school physical education specialist	

	To identify what additional training courses and support is required to meet their own personal development plan		
3. Be able to manage ongoing development of abilities as a primary school physical education specialist	How to review and report the effectiveness of the development plan and how to measure success against the identified actions	3.1 Develop own ability to be a primary school physical education specialist	
		3.2 Report on own development against the personal development plan	
	To revise the personal development plan at regular intervals to manage own progress against it	3.3 Revise own personal development plan	

<b>Unit 2 - Understanding primary school physical education</b>			
<b>Learning Outcomes</b> The delegate will...	<b>Teaching content</b> The delegate will be taught...	<b>Assessment Criteria</b> The delegate can...	<b>Delegate Assessment Task</b> The delegate will need to complete...
1. Understand the primary physical education curriculum	The difference between physical education, school sport and physical activity	1.1 Describe the purpose, aims and expectations of the primary school physical education curriculum	<b>Task 2 – The key features of the primary school PE curriculum</b>  Describe the statutory features of a primary school PE curriculum including school sport and physical activity explaining why each is important to a primary school, to include: <ul style="list-style-type: none"> <li>• Why a primary school physical education curriculum is important</li> <li>• The purpose, aims and expectations of the curriculum</li> <li>• The key terms within the curriculum (to include deep learning)</li> <li>• The key skills, knowledge, concepts and behaviours expected in of pupils</li> <li>• The breadth and depth of learning and content of the curriculum across Key Stage 1 and Key Stage 2</li> <li>• The curriculum’s stated expectations of a pupil</li> </ul>
	The purpose and aims of a primary school physical education curriculum		
	The key skills, knowledge, concepts and behaviours expected in the primary school physical education curriculum for pupils		
	The key terms within the primary school physical education curriculum including deep/mastery learning		
	The statutory breadth of learning, content and assessment criteria of the primary school physical education curriculum	1.2 Explain the importance of a primary school physical education curriculum	
	National Curriculum versus school curriculum		
	The purpose of and the relationship between the: <ul style="list-style-type: none"> <li>• Intended/planned curriculum</li> <li>• Implemented/taught curriculum</li> <li>• Enacted/achieved curriculum</li> </ul>		
2. Examine the relationship between attitudes to primary school physical education and teaching and learning	How attitude influences the impact of primary school physical education	2.1 Critically examine the link between attitudes towards physical education and teaching and learning in primary school physical education	<b>Task 3 – Building positive attitudes towards PE</b>  Examine the attitudes of pupils and staff towards PE and the relationship to teaching and learning of PE  Make recommendations to create/develop positive attitudes towards PE
	How teachers’ attitudes towards primary school physical education are formed		
	How pupils’ attitudes towards primary school physical education are formed		
	How to change attitudes to primary school physical education		
	Social, emotional and cognitive aspects of learning and the link to attitudes and		

	behaviour in primary school physical education		Explain how the recommendations will improve the teaching and learning in PE at the school
	The link between attitudes and behaviour in primary school physical education		
	The key characteristics of a positive attitude to primary school physical education across the school, to include pupils and staff		
	The link between positive attitudes towards physical education and teaching and learning in primary school physical education		
	The measures which could be taken to foster positive attitudes towards primary school physical education	2.2 Explore measures which could be taken to create positive attitudes towards primary school physical education	
3. Analyse the learning impact of a primary school physical education programme	The benefits of a successful primary school physical education programme for pupil outcomes	3.1 Explain the benefits of a primary school physical education programme	<b>Task 4 – The PE programme and its impact on a primary school</b>  For a given primary school create a case study report for the following:  Analyse the learning impact of a primary school PE intervention considering the outcomes of a primary school physical education programme: <ul style="list-style-type: none"> <li>• For the pupils</li> <li>• On whole school improvement</li> </ul> Examine how recent legislative developments in PE have effected/might affect the teaching of learning of PE – within the system and in a given primary school.
	The benefits of a primary school physical education programme contributing to whole school improvement		
	The requirement of understanding impact and the ability to report in terms of: <ul style="list-style-type: none"> <li>• Inputs (e.g. funding)</li> <li>• Activities (e.g. additional swimming instruction for those who cannot swim)</li> <li>• Outputs (e.g. 25 more children are able to swim)</li> <li>• Outcomes (e.g. how many are physically more active)</li> <li>• Impact (e.g. better behaviours in physical activity)</li> </ul>		
	How to identify the need for a strategic intervention		
	The process informing intervention programmes		
	The relationship between teacher intervention and improving outcomes	3.2 Analyse the learning impact of a primary school physical education	



	How to keep track of improved outcomes and learning impacts over time	programme in a given primary school	<b>Task 4</b> (as above)
	How to identify systematic interventions that work		
	The learning impact of a primary school physical education intervention on a primary school		
	How to develop case studies that focus on learning impact		
4. Examine recent legislative developments in primary school physical education	The recent legislative developments in primary school physical education, for example: <ul style="list-style-type: none"> <li>• 'The obesity strategy'</li> <li>• Other relevant legislative developments</li> </ul>	4.1 Examine recent legislative developments in primary school physical education	
	How recent developments might affect the teaching of primary school physical education in a given primary school	4.2 Examine how recent developments might affect the teaching of primary school physical education in a given primary school	

Unit 3 - Principles of pedagogy in primary school physical education			
Learning Outcomes The delegate will...	Teaching content The delegate will be taught...	Assessment Criteria The delegate can...	Delegate Assessment Task The delegate will need to complete...
1. Understand the link between the childhood development and the teaching of primary school physical education	The key physical (psychomotor), cognitive and affective development milestones for children	1.1 Evaluate how the differences in the physical, cognitive and affective development of children impacts the teaching of primary school physical education	<b>Task 6 (in Unit 4)</b>
	The link between development milestones and National Curriculum for primary school physical education		
	The implications of physical (psychomotor), cognitive and affective development milestones of children for the effective teaching of primary school physical education		
	The need for differentiation to meet the needs of every child		
2. Examine the link between teaching and learning primary school physical education	The link between teaching and learning	2.1 Examine teaching and learning strategies that can improve the outcomes for all children in primary school physical education	<b>Task 5 – Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE</b>  Produce an intervention action plan to improve the teaching and learning in primary school PE. The plan must: <ul style="list-style-type: none"> <li>• Examine what is meant by ‘good or better’ teaching and learning in primary school PE</li> <li>• Analyse the range of teaching and learning strategies available to aid ‘good or better’ outcomes in primary school PE</li> <li>• Consider the effect of personal, school workforce and pupil attitudes and behaviours towards PE on the success of the intervention</li> <li>• Explain how ‘good or better’ teaching will result in ‘good or better’ learning in primary school PE</li> </ul>
	What is meant by ‘good or better’ teaching and learning		
	The key characteristics of ‘good or better’ teaching in primary school physical education		
	A range of teaching and learning strategies available to aid ‘good or better’ teaching and learning for all children in primary school physical education		
	How ‘good or better’ teaching will result in ‘good or better’ learning in primary school physical education for all children		
	The key actions which will facilitate the move from ‘good’ to ‘better’ teaching and from ‘good’ to ‘better’ learning in primary school physical education for all children		

			<ul style="list-style-type: none"> <li>• Identify key actions which will facilitate the move from 'good' to 'better' teaching and 'good' to 'better' learning in primary school PE</li> <li>• Explain how the intervention action plan will improve attitudes and behaviours towards PE</li> </ul>
3. Analyse how learning in physical education is achieved when teaching using a range of contexts	The range of contexts (sports and physical activities) that can be used in primary school physical education	3.1 Analyse the implications for teaching and learning of in primary school physical education	<b>Task 6 (in Unit 4)</b>
	Learning <i>in</i> and <i>through</i> physical education contexts		
	Progressive and continuous teaching for learning		
	What is teaching that is fit for purpose?		
	Integrating content and assessment criteria		
	Selecting contexts, content and criteria for learning in primary school physical education		

Unit 4 - Planning for continuity and progression in primary school physical education			
Learning Outcomes The delegate will...	Teaching content The delegate will be taught...	Assessment Criteria The delegate can...	Delegate Assessment Task The delegate will need to complete...
1. Be able to develop and use a curriculum map to inform planning	<p>The importance of a curriculum map and how to structure and create one, to include:</p> <ul style="list-style-type: none"> <li>• The principles of curriculum design</li> <li>• Mapping learning versus mapping content</li> <li>• Designing a curriculum for mastery</li> <li>• Designing a curriculum for learners and their learning versus a curriculum structured around academic terms</li> <li>• Learning continuity and learning coherence considerations (horizontal and vertical)</li> <li>• Appropriate duration of units of work</li> <li>• Contexts for learning</li> </ul>	1.1 Develop a curriculum map for a given primary school that allows for progression and continuity of learning in primary school physical education	<p><b>Task 6 – Develop a curriculum map and units of work</b></p> <p>Develop a whole school PE curriculum map that demonstrates the principles of effective curriculum design</p> <p>Develop two units of work which:</p> <ul style="list-style-type: none"> <li>• Meet statutory curriculum requirements</li> <li>• Use two different contexts (one context must be swimming)</li> <li>• Build on prior knowledge and achievement</li> <li>• Allows for progression and continuity of learning</li> <li>• Identifies how individual learning needs and differences in childhood growth and development will be met to allow all pupils access to learning</li> <li>• Considers the effect of personal, school workforce and pupil attitudes towards PE</li> <li>• Plan for safe practice (to include a risk assessment)</li> <li>• Explain how the unit of work will positively impact attitudes towards PE</li> </ul> <p>Explain the importance of each of the aspects above when developing units of work</p>
	How to use a curriculum map as a guide to flexible planning		
	How a curriculum map allows for progression and continuity of learning in primary school physical education		

2. Be able to plan a primary school physical education unit of work	<p>The importance of planning for 'safe practice' in primary school physical education lessons including:</p> <ul style="list-style-type: none"> <li>• Applying the fundamental principles of safe practice <ul style="list-style-type: none"> <li>○ Risk assessment</li> <li>○ Risk management</li> </ul> </li> <li>• Safe management and organisation</li> <li>• Planning for teaching safety and teaching safely</li> </ul>	2.1 Develop a primary school physical education unit of work	<b>Task 6</b> (as above)
	<p>How to develop a primary school physical education unit of work which meets statutory curriculum requirements</p>		
	<p>How to develop plans which:</p> <ul style="list-style-type: none"> <li>• Build on pupil's prior knowledge and achievement</li> <li>• Take into account individual learning needs</li> <li>• Are inclusive</li> <li>• Take into account 'safe practice'</li> <li>• Provide opportunity for mastery learning</li> <li>• Promote physical activity</li> <li>• Promote a healthy active lifestyle</li> </ul>		

Unit 5 – Using assessment to impact on learning and progress in primary school physical education			
Learning Outcomes The delegate will...	Teaching content The delegate will be taught...	Assessment Criteria The delegate can...	Delegate Assessment Task The delegate will need to complete...
1. Understand the purpose and principles of assessment within primary school physical education	To contrast the system measure, summative and formative assessment	1.1 Analyse the principles of assessment for learning in primary school physical education	<b>Task 7 – The importance and process of assessment for learning</b>  This can be completed alongside Task 6 and Task 8.  Analyse the principles of assessment for learning, to include: <ul style="list-style-type: none"> <li>The relationship between assessment criteria and curriculum content in meeting all pupils' needs</li> <li>Comparison between formative and summative assessment</li> </ul>
	The principles of assessment for learning in primary school physical education		
	The purpose of assessment in primary school physical education		
	The relationship between assessment criteria and curriculum content in meeting all pupils' needs	1.2 Analyse the relationship between assessment criteria and curriculum content in meeting all pupils' needs	
	How to use formative and summative assessment to ensure pupils' progress (Assessment as, of and for learning)	1.3 Critically compare the use of formative and summative assessment to ensure pupils' progress	
2. Be able to use assessment as a catalyst for learning in primary school physical education	How to use assessment to analyse the learning requirements of a group of pupils in a given context	2.1 Develop an assessment strategy to ensure pupil progress	Select and apply a range of assessment strategies and methods to ensure pupils' progress  Evaluate assessment for learning strategies and methods used within the lessons and unit, to include: <ul style="list-style-type: none"> <li>Identifying the strengths of the assessment strategies and methods employed</li> <li>Summarising the progress made against the intended learning objectives and outcomes</li> <li>Revising assessment strategies for future use</li> <li>Adapting planned curriculum content for future use</li> <li>Adapting teaching strategy for future use</li> </ul>
	How to use a range of assessment strategies to ensure pupil progress		
	Various methods of assessment (e.g. observation, questioning, written, etc.)		
	How to identify assessment that is fit for purpose (e.g. valid, authentic, reliable, sufficient, current)		
	How to review the use of previously identified assessment strategies	2.2 Evaluate the impact of the assessment strategy on pupil learning and progress	
	When and how to use prior learning to revise own use of assessment strategies		
	How assessment can be used to adapt curriculum context, content and tasks		
	How assessment can be used to evolve your teaching		
	How to record evidence of assessment		
	How assessment evidence might be used to track and monitor progress		

<b>Unit 6 - Teaching primary school physical education</b>			
<b>Learning Outcomes</b> The delegate will...	<b>Teaching content</b> The delegate will be taught...	<b>Assessment Criteria</b> The delegate can...	<b>Delegate Assessment Task</b> The delegate will need to complete...
1. Be able to deliver safe primary school physical education units of work	How to identify risk in primary school physical education	1.1 Implement strategies to manage risk in primary school physical education	<b>Task 8 - Teach, review and revise a 'good or better' PE unit of work</b>  Using the curriculum map/programme and units of work plans that were created (within Task 6) as a guide, teach a series of 'good or better' physical education lessons in their primary school.  Independent Assessor Observation Form fully completed  Following the delivery of the unit of work, delegates must: <ul style="list-style-type: none"> <li>• Evaluate the units of work that have been delivered</li> <li>• Use the outcomes of the evaluation to inform the future planning of PE units of work</li> <li>• Analyse the impact on attitudes and behaviours towards PE</li> </ul>
	How to implement strategies to manage risk in a primary school physical education unit of work		
	Teaching safety, teaching safely		
2. Be able to use others to support teaching and learning	When and how to seek support from others who may be able to offer advice, add value to and upskill practice for the teaching and learning process	2.1 Seek support from others who may be able to add value to the teaching and learning process	
	How to evaluate the impact that the support has had on the effectiveness of the teaching and learning process	2.2 Evaluate the impact that the support has had on the effectiveness of the teaching and learning process	
3. Be able to teach a series of 'good or better' physical education lessons in a primary school across a range of activities	How to apply the key characteristics of 'good or better' teaching when delivering primary school physical education units of work	3.1 Apply the key characteristics of 'good or better' teaching when delivering primary school physical education units of work	
	How to deliver lessons which maximise the opportunities for pupils to be physically active	3.2 Deliver lessons which maximise the opportunities for pupils to be physically active	
	How to create opportunities for pupils to reflect on their own learning and progress	3.3 Create opportunities for pupils to reflect on their own learning and progress	
	How to implement teaching and learning strategies which involve and motivate pupils	3.4 Implement teaching and learning strategies which involve, motivate and engage all pupils	
	How to employ teaching and learning strategies which take into account individual learning needs	3.5 Employ teaching and learning strategies which take into account individual learning needs	
4. Be able to evaluate the delivery of a primary school physical education unit of work in order to inform future planning and delivery	How to evaluate the primary school physical education units of work which have been delivered	4.1 Evaluate the primary school physical education units of work which have been delivered	
		4.2 Analyse the impact on attitudes and behaviours towards primary school physical education	

	How to use the outcomes of the evaluation to inform the planning and delivery of future primary school physical education units of work	4.3 Use the outcomes of the evaluation to inform the planning and delivery of future primary school physical education units of work	
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## Level 6 Award in Primary School Physical Education Subject Leadership

Unit 7 - Lead sustainable development within primary school physical education			
Learning Outcomes The delegate will...	Teaching content The delegate will be taught...	Assessment Criteria The delegate can...	Delegate Assessment Task The delegate will need to complete...
1. Understand the role and responsibilities of a primary school physical education subject leader	The roles and responsibilities of a primary school physical education subject leader	1.1 Explain the roles and responsibilities of a primary school physical education subject leader	<p><b>Task 9 – Evaluating physical education provision</b></p> <p>Explain the objectives of a PE subject leader</p> <p>Design an audit to evaluate the quality of curriculum provision and teaching and learning in PE</p> <p>Conduct the audit, including at least three lesson observations to assess the standard of pupil’s learning in PE</p> <p>Appraise the results of the audit, to include:</p> <ul style="list-style-type: none"> <li>• Strengths of physical education, school sport and physical activity provision</li> <li>• Summary of the staff workforce’s current attitudes and behaviours towards PE</li> <li>• Areas for development</li> <li>• Highlighting potential limitations of the primary school environment</li> </ul> <p>Communicate findings of the audit to relevant colleagues, senior leaders and Governors and collate feedback on suggested strategies for improvement</p>
	The importance of supporting good practice through the effective implementation of school policy	1.2 Justify the need to support good practice through the effective implementation of school policy	
	To identify and engage key stakeholders		
	Effective communication with all stakeholders	1.3 Analyse the effect of communicating to all stakeholders the positive impact of physical education within the primary school	
	The positive contribution physical education, school sport and physical activity can make to the local community		
The learning impact physical education, school sport and physical activity can make within the primary school			
2. Be able to determine the quality of physical education provision in a given primary school	<p>How to design an audit strategy which can be used to determine the quality of curriculum provision and teaching and learning in primary school physical education, school sport and physical activity, to include deciding on the:</p> <ul style="list-style-type: none"> <li>• Purpose, scope and objectives of the audit</li> <li>• Methodology and source information</li> <li>• Inputs, activities, outputs, outcomes and impact</li> <li>• Type of data required – quantitative and/or qualitative</li> <li>• Questions to ask to get the required data</li> <li>• Procedures to put in place</li> <li>• Audit programme or schedule, including the timing and duration</li> </ul>	2.1 Design an audit strategy to determine the quality of curriculum provision and teaching and learning in primary school physical education	

	<p>How to conduct an audit to evaluate the quality of curriculum provision and the effectiveness of teaching and learning in primary school physical education, school sport and physical activity</p> <p>How to establish whether information is fit for purpose (e.g. accurate, appropriate, relevant, valid and up to date)</p> <p>How to focus on the processes not just the results</p>	<p>2.2 Conduct an audit to evaluate the curriculum provision and the impact on teaching and learning in primary school physical education, school sport and physical activity</p>	<p><b>Task 9</b> (as above)</p>
	<p>How to appraise the results of the audit and identify any areas of the primary school physical education, school sport and physical activity provision which are in need of development</p> <p>What to look for in recognising general overall performance</p> <p>How to perform and use strength, weakness, opportunity and threat (SWOT) analysis</p> <p>How to use comparisons (e.g. year on year and benchmarks)</p> <p>Recognising patterns that emerge from the data derived to improve PE, sport and activity provision for all</p> <p>To review the audit process</p>	<p>2.3 Appraise the results of the audit and identify any areas of the primary school physical education school sport and physical activity provision which are in need of development</p>	
<p>3. Be able to design a targeted strategy to develop primary school physical education school sport and physical activity provision</p>	<p>The importance of effectively managing primary school physical education change</p> <p>The key principles of change management</p> <p>How to design a targeted strategy incorporating the principles of change management relevant to primary school physical education</p> <p>How to identify 'strategy risk' and address barriers to effective implementation</p> <p>How to identify and prioritise actions</p> <p>How to develop operational, medium and long term goals aligned to school development plans</p>	<p>3.1 Design a targeted strategy for primary school physical education, school sport and physical activity</p>	<p><b>Task 10 – Design, lead and evaluate a targeted strategy for primary school PE</b></p> <p>From the audit completed in Task 7, design a targeted strategy, to include:</p> <ul style="list-style-type: none"> <li>• An appropriate timeline for actions</li> <li>• Consideration of the school workforce's attitudes and behaviours towards PE</li> </ul>

	Involving and engaging all stakeholders in a logical manner that involves all decision makers (e.g. start at the top and involve every layer)		<ul style="list-style-type: none"> <li>The principles of change management relevant to primary school PE</li> <li>Present the strategy to the senior management team and other relevant stakeholders and get this signed off as part of your evidence</li> </ul>
4. Be able to lead the implementation of a targeted strategy to develop a specified aspect of the primary school physical education provision	How to lead the implementation of the targeted strategy, using the key principles of change management	4.1 Lead the implementation of a targeted strategy for primary school physical education school sport and physical activity	<p>Lead and manage the implementation of the targeted strategy over a minimum of one term</p> <p>Monitor ongoing progress, making changes as necessary to ensure objectives are being met</p> <p>Evaluate the learning impact of the targeted strategy, to include:</p> <ul style="list-style-type: none"> <li>Conclusions from the impact of the targeted strategy</li> <li>The number of pupils reaching or exceeding the Key Stage expectations and other relevant measures or indicators</li> <li>The changes in the school workforce's attitudes and behaviours towards PE</li> <li>Ways of remodelling the strategy to ensure sustained improvements</li> <li>How this will inform future planning of targeting strategies to increase the sustainability of 'good or better' teaching and learning</li> </ul>
	Implementing sustainable processes and actions through developing and delegating actions		
	How to evaluate on-going progress against the targeted strategy and manage as necessary to ensure objectives are being met, to include: <ul style="list-style-type: none"> <li>Collating evidence</li> <li>Holding planning group, stakeholder group / working group meetings</li> <li>Identifying progress overtime</li> <li>How strategy/tactics could be adapted</li> </ul>	4.2 Manage the progress of a targeted strategy for primary school physical education, school sport and physical activity	
	How to identify stages of strategy implementation important for sustainability, for example, focusing, developing, embedding, enhancing		
5. Be able to review and revise a targeted strategy to increase sustainability of teaching and learning impact in primary school physical education, school sport and physical activity teaching and learning	How to critically evaluate the impact of the targeted strategy	5.1 Evaluate the learning impact of a targeted strategy for primary school physical education school sport and physical activity	
	How to draw conclusions about the learning impact of the targeted strategy to inform future planning and development		
	How to review procedures and processes including how sustainability can be ensured through the stages of strategy in implementation		