**PE Deep Dive Preparation**

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| Question | your notes |
| INTENT | |
| Describe the curriculum design for your subject/phase/class/area of responsibility.  Why have you done it that way? |  |
| How have you made sure that pupils receive a ‘broad and balanced’ curriculum? |  |
| What do you want pupils to know, understand and be able to do by the time they leave the school?  Why did you decide that these are important? |  |
| How and why do you organise and sequence learning (long-term, medium-term, weekly and daily) the way you do?  How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?  How do you sequence learning in PE between Year 7,8 and 9? |  |
| Does your curriculum show progression through the key stages?  How has the National Curriculum aims being used? |  |
| To what extent does your curriculum meet the need of all its learners; in particular SEND, disadvantaged and the most able?  Is the sequencing of PE lessons supporting *all children’s* progress? |  |
| How successful is the curriculum in your subject/phase/class/area of responsibility?  How do you know? |  |
| Tell me the areas of your curriculum you’re most pleased with.  Which areas are you disappointed with or think need improvement? |  |
| How does your PE curriculum link to school values? |  |
| IMPLEMENTATION | |
| How do you keep your knowledge and leadership of the curriculum up-to-date? |  |
| How do you know the curriculum is allowing pupils to achieve:   * Age-related expectations? * Greater depth? * Good qualifications? |  |
| How is your curriculum coverage progressive throughout the school? |  |
| Do you follow any published schemes of work?  If so, why? |  |
| How does your subject fit within the wider curriculum?  Can your pupils use their subject knowledge across the curriculum?  How do you know? |  |
| How do you know the areas in which teachers need CPD? |  |
| Tell me about how you use trips, visitors, and the wider community in your area of responsibility. |  |
| How is your subject timetabled?  Why?  Is it enough?  What impact does timetabling this way have, especially on disadvantaged children or pupils with special educational needs? |  |
| How well is the curriculum covered?  How do you know?  When did you last check?  What did you do as a result of your findings? |  |
| How do you develop, monitor, evaluate and improve provision in your area of responsibility?  How do you ensure the curriculum is being properly implemented? |  |
| How effective is teaching? How do you know?  Explain the standard of PE being observed. |  |
| Do teachers use assessment to adapt their teaching? |  |
| How do staff differentiate in subject/phase/class/area of responsibility? |  |
| How do you ensure that pupils understand and remember the subject knowledge/concepts/procedures appropriate for their starting points? |  |
| Tell me about how you introduce new material to pupils. |  |
| How do you provide opportunities for pupils to make useful connections between ideas? |  |
| Tell me about how you identify and address gaps in pupils’ knowledge.  How do you help them catch up with their peers? |  |
| How do you make sure that your curriculum gives pupils the opportunity to revise and repeat previously learned material?  Can you give me an example? |  |
| Tell me about how you use assessment in your subject/phase/class/area of responsibility.  How do you know when pupils are ready to move on to more complex content? |  |
| How are pupils encouraged to learning more and remember more? |  |
| How do you make sure that teachers have sufficient subject knowledge? |  |
| What are your current action plans for your subject/phase/class/area of responsibility?  Why? |  |
| How do you see the future of your subject?  How do you see it developing? |  |
| What do pupils think of your subject? |  |
| IMPACT | |
| Does the curriculum lead to good results?  In all Key Stages?  In all subjects? |  |
| How do you know pupils are progressing in your subject? |  |
| How do your results compare to national averages? |  |
| Does learning over time show appropriate levels of challenge?  How do you know? |  |