KS1 Quality Start

Guide on evidence required for validation visit.



ENDORSED BY THE FOLLOWING ORGANISATIONS

 ** 

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**Schools should ensure that they have evidence which supports their KS1 Quality Start self-assessment. This may be in paper form or electronic. Examples for each section are below.**

**ENGAGEMENT OF ALL PUPILS**

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|  | School has a plan in place to provide at least 90 minutes of timetabled PE per week. During this time children are taught to master the fundamental movement skills, participate in team games and perform dances. School also provides a KS1 Sports Day which is on the school calendar and accessed by all pupils. | Evidence   * Curriculum map * Timetable * School development plan * School calendar * Registers * Photos * Competition / Festivals write ups * Tracking system |
|  | In addition to above the school has a PE curriculum map in place, which shows progression and is tailored to the needs of pupils. At least 10% of students are involved with extra-curricular sporting activity throughout the course of the year [For special schools 5%] |
|  | School provides at least 2 hours of a broad, balanced and progressive PE curriculum. The school has a curriculum map and some schemes of work. At least 20% of students [10% for special schools] are engaged in extra-curricular physical activity throughout the course of the year. |
|  | In addition to above. The school has a curriculum map and schemes of work in place for all activities. The school engages at least 35% of students [15% for special schools] in extra-curricular sporting activity throughout the course of the year. At least 10% of a specific target group e.g. FSM, PP or SEND students should be engaged in extra-curricular physical activity. |
|  | In addition to above, the school engages at least 45% of students [25% for special schools] in extra-curricular sporting activity throughout the course of the year. 20% of a specific target group [FSM, PP, SEND etc] should be engaged with extra-curricular physical activity. A Change 4 Life club [or equivalent] should be offered to help attract less active children. In addition, More Able & Talented children are also offered support to help develop their potential. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above, the school engages at least 65% of pupils [40% for special schools] in extra-curricular activity, and, throughout the course of the year has a Change 4 Life club [or equivalent] & offers More Able & Talented support. 25% of a specific target group [FSM, PP, SEND etc] should be engaged with extra-curricular activity. In addition, a broad & balanced curriculum is in place for Early Years with supporting materials. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 7 RGB (white BG).jpg | In addition to all of the above the school can evidence how their tracking system has been effectively used as a tool to help enhance engagement in extra-curricular activity for at least 80% of all pupils. |

**COMPETITION & FESTIVALS**

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|  | Schools provides a calendar which includes dates for a KS1 basic Sports day and at least 1 Intra school competition or festival per year [the intra school competition is not required for Special schools]. | Evidence   * Team sheets * School Website * Locality / Partnership website * Photographs * Festival / Competition reports      * Newsletters |
|  | In addition to above schools provide 2 Intra school competitions or festivals per year [1 for Special schools] and one inter school competition/festival. |
|  | The school PE calendar provides a KS1 Sports day which includes a range of activities and events. The school also offers 2 intra school competitions or festivals per year [1 for Special Schools] & enter 2 inter school competition/festival [1 for Special Schools] |
|  | In addition to above the school provides 2 intra school competitions / festivals per year [1 for Special Schools] & enter 2 inter school competitions/festivals [1 for Special Schools]. Children with physical, learning or sensory difficulties should be provided with opportunity of at least 1 Inclusion competition/festival. |
|  | The school provides a KS1 sports day which celebrates activities and skills learnt throughout the year. The school also provides 3 intra school competitions / festivals per year [2 for Special Schools] & enters 3 inter school competitions/festivals [2 for special schools].  Children with physical, learning or sensory difficulties should be provided with the opportunity of attending 2 Inclusion competition/festivals. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above; the school provides festivals for the following target groups;   * SEND pupils – at least 2 specific events * ‘Less Active’ Festival [C4L participants] – at least one event * Early Years Festival – for all children |

**PROFILE OF PE, SCHOOL SPORT AND PHYSICAL ACTIVITY**

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|  | The school has a notice board specifically used for PE & SCHOOL SPORT [PESS] which reports on e.g. festivals, extra -curricular clubs & competitions. The Sports Premium information is clearly available on the school website. School celebrates sporting successes/opportunities in assemblies. | Evidence   * PE School Sport Policy / Development plan * Certificates/Awards e.g. Determination Award * Notice board [s] * School / partnership website * Face book – twitter feeds. * Newsletters and press reports. * Copies of reports to PE governor / Head Teacher * Feedback forms of CPD delivery * Photographs * Case Studies |
|  | In addition to above the PESS notice board is regularly updated and also promotes healthy & active lifestyles. In addition, parents/carers are regularly informed of PE & Sporting opportunities via social media/website and newsletters. |
|  | In addition to above KS1 PESS is actively promoted via a website [either school or partnership], forms of social media, newsletter and the local press.  Schools promote the values of e.g. Resilience, fairness and respect. The school has a PE plan in place. |
|  | In addition to above the school has created an award system based on values. PESS reports are given to the Head Teacher and the PE School Governor at least once a term. The school PE plan is regularly shared amongst colleagues. Sports awards and achievements are prominently displayed. |
|  | In addition to above reports are given to the Head Teacher and the PE School Governor on a regular basis. PE development plan is shared and reinforced amongst colleagues and PESS is used to drive whole school improvement. The School is part of a local Sports partnership/association which meets at least once a term. Staff have a designated school kit for delivering lessons and accompanying children at events. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to the above, PESSPA strategy is included in the school development plan and is used to drive whole school improvement. Schools will also need to evidence 4 from the following 6 options   * Delivery of a PE CPD session to colleagues takes place at least once a term. * PE Coordinator has shared practice at his/her school with a wider audience at either PE conference or equivalent during 2019/20. * School PE provision has been used as a case study for outside agency e.g. ACTIVE SUSSEX within last two years. * PE Coordinator meets with ‘PE’ School Governor at least once a year to share impact of Sport Premium. * PE School Governor or head Teacher has attended PE & Sport Premium training within the last two years.   School engages parents/carers to help encourage greater activity levels of their children. |

**HEALTHY & ACTIVE LIFESTYLES**

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|  | Schools provide at least 30 minutes of physical activity each day through break times, PE, Extra- curricular clubs and active lessons as outlined in the governments National Obesity Strategy 2016. Children should be encouraged to hydrate and have a healthy diet. Schools should also encourage children to protect themselves from the elements when participating in outdoor activity. | Evidence   * PE & School Policy Development Plan * School Calendar * Newsletters * Photographs * Activity Cards * Designated box of equipment * Posters of healthy lunch boxes & lifestyles * Timetabled allocation * CPD Feedback forms * Proof of student engagement off site. * Activity Heat Map * Communication with parents |
|  | Schools should in addition to the above provide the opportunity of structured Active Play at lunch for at two lunch times per week with a designated adult / sports crew. For Special Schools Active Play at lunch times is encouraged. |
|  | In addition to the above the school promotes Healthy & Active lifestyles via challenges e.g. Skips / shuttle runs / eating 2 pieces of fruit per day. School promotes Active Travel e.g. walk, scoot or cycle to school. |
|  | In addition to the above school’s organise structured Active Play for at least 3 times per week [Twice for Special Schools]. There should also be Change 4 Life club or equivalent for less active children. [Not required for Special Schools] Schools organise a Healthy Schools week which encourages healthy and active lifestyles. |
|  | In addition to above the school provides a timetabled allocation for pupils to run/move for a sustained period of time at least 3 times a week. [Daily Mile or equivalent]. Schools have also provided ‘Play’ training for Lunch time supervisors / Teaching assistants during the last two years. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above the schools should provide at least 2 of the following options during 2019/20.   * Completion or application for the ‘Healthy Schools Rating Scheme’ [email [hmclaughlin@activesussex.org](mailto:hmclaughlin@activesussex.org) for further information] * Schools can evidence that they have engaged with parents/carers to help ensure the government recommendation of a daily 60 active minutes is achieved. * Have successfully used an Activity Heat Map to identify areas for improvement and have successfully implemented strategies for development. |

**WORKFORCE [SCHOOL STAFF & SPORTS COACHES]**

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|  | There is an allocated member of staff responsible for PE. The school has carried out a basic audit of competence and confidence in the teaching of High Quality [HQ] PE lessons which reveals varying levels of competence and confidence. School uses the audit as a development tool and provides support and training accordingly. | Evidence   * Lesson observations * Evidence of coaches Level 2 certificate * Minutes of PE locality meetings. * Certificates of attendance at CPD * Photographs of staff at CPD course |
|  | At least 50% of lessons observed are of a good standard. Staff have access to PE CPD at least once a year, this can be team teaching, whole school staff CPD or attending an external training course. |
|  | Majority of staff who deliver PE are competent & confident and sessions delivered are at least good. Staff have access to PE CPD at least once a year, this can be team teaching, whole school staff CPD or attending an external training course. School has completed the Active Sussex training needs survey <https://www.surveymonkey.co.uk/r/sussextrainingneedsqualitystart> |
|  | Schools provide KS1 staff & coaches with at least 3 CPD opportunities for staff [including TA’s and coaches] during the year. One of these should have a focus on Inclusion sport & activities. |
|  | In addition to the above the school uses PE specialists/Sports Coaches to support & work alongside teachers during KS1 PE lessons. These are quality assured by PE Coordinator or a n other. Formal monitoring & recording of PE lessons takes place at least twice a year and informs future training and development. |

**SPORTS LEADERSHIP**

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|  | Some children are given certain roles within PE sessions e.g. Warm Up leaders. For special schools’ children given responsibilities e.g. collecting cones. | Evidence   * Registers for ‘leaders’ & specific roles * Photos of students in action * Little Leaders programme or equivalent |
|  | In addition to the above at least 5% of children are involved in some form of leadership e.g. Captains of teams during intra & inter school competitions & events e.g. warm up leaders, equipment leaders or fair play leaders. |
|  | At least 20% of children involved in some form of leadership during lessons and also intra & inter competitions and festivals e.g. Captains of teams during intra & inter school competitions & events e.g. warm up leaders, equipment leaders or fair play leaders. |
|  | As well as the above the School uses Sports Crew [or equivalent] from KS2 or leaders from local secondary/6th Colleges to assist with competitions and festivals on at least 3 occasions during the year. |
|  | In addition to above Schools should have a designated leaders programme for KS1 pupils e.g. Little Leaders and for these children to have opportunities to lead at events during the year. |

**COMMUNITY ENGAGEMENT**

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|  | Schools have a link with at least two community sports clubs/organisations within the local community for KS1 children. Club/organisations are promoted via assemblies, notice boards & newsletters. Schools can evidence that physical activity is encouraged outside of schools. | Evidence   * Information regarding activity on KS1 Sports Notice board * Data on who attends community club/organisation * Contacts of coach or secretary at club. * Tracking system |
|  | School leaders [PE Coordinator or other] engage effectively with community clubs, coaches and parents. An active link is evident with at least 2 community clubs/organisations [1 for special schools]. Schools can show evidence of some PE home learning, which has been promoted to parents/carers since March 2020. |
|  | In addition to above school’s tracking system demonstrates at least 20% KS1 children [5 % for special schools] were active participants of clubs/ organisations during Autumn 2019. Schools can evidence that children are active on a daily basis with parents/carers. |
|  | In addition to above school’s tracking system demonstrates at least 30% KS1 children [5 % for special schools] were active participants of these clubs/ organisations during Autumn 2019. The school has promoted / implemented a PE home learning programme which engaged at least 20% of children. | * Twitter notifications * Emails * Photographs * Video clips * Workshop Invitation * Newsletters * Website |
|  | Schools leaders have engaged with parents/carers and can demonstrate that since March 2020 that they have promoted PE home learning. Schools can evidence that at least 40 % of cohort were actively engaged in at least 60 minutes of daily activity/ physical challenges. |