

**GATESHEAD SCHOOL SPORT PARTNERSHIP (GSSP)
PRIMARY PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SCHOOL SPORT
HIGH QUALITY MARK (PPEPASS HQM)**

The levels of the PPEPASS HQM explained:

PREREQUISITES FOR ALL LEVELS

Schools submitting an application for this award, for the current academic year, must have the following in place (see specific overview criteria below for the different levels of award):

A national School Games Mark

A Blazing the Trail (BTT) Award

An up to date Whole School Strategy reflecting the commitment to improving the quality of PEPASS

The PE and Sport Premium Action Plan and review on school website (including amount of funding received)

The review of school's PE and Sport Premium Action Plan (including impact)

The percentage of pupils within the Year 6 cohort who meet the National Curriculum Swimming requirements

Schools must conduct a self-evaluation judgement (evidenced) and decide on their current PEPASS development stage from the following criteria levels:

Focusing

Emerging

Established

Embedded

Bronze School Games Mark

Bronze School Games Mark

Silver School Games Mark

Gold School Games Mark

Bronze Blazing the Trail Award

Bronze Blazing the Trail Award

Silver Blazing the Trail Award

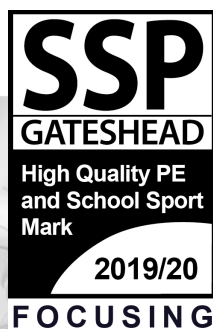
Gold Blazing the Trail Award

Achieve all 'Focusing' criteria in each section of the award

Achieve all 'Emerging' criteria in each section of the award

Achieve all 'Established' criteria in each section of the award

Achieve all 'Embedded' criteria in each section of the award



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FOCUSING

Schools are at an early stage of PESS development. Curriculum provision is not planned in a way to ensure that all elements are being addressed sufficiently. They may be complacent, believing that it is sufficient to have an ethos that promotes PESS in the broadest sense. Issues might include:

- No identified teaching and learning co-ordinator for PESS.
- Low status of PESS with the Senior Management Team (SMT) and governors.
- No vision as to how PESS can improve pupil learning and achievement.
- No community involvement.
- Poor pupil participation.
- PE viewed/used as an easy subject to cover to provide PPA time for teachers.
- No collaborative/partnership working with outside agencies/community providers.
- Primary PE and Sport Premium grant is used on ad hoc and unsustainable provision.

EMERGING

Schools at this stage will be moving PESS forward. Issues may well still remain but there is a greater shared vision and understanding of the potential of PESS to raise standards. An audit has been undertaken to identify any existing strengths and to establish what needs to be introduced building on Early Learning Goals (ELG) and work has begun to establish a broad and balanced PE curriculum and school sport programme. There is an understanding from all class teachers for delivering a broad and balanced PE curriculum. A policy for assessment is being discussed. Staff expertise is developing through training and support. There is an interest in PESS amongst SMT and governors. Issues might include:

- An over reliance on published Schemes of Work and resources.
- A lack of subject specific knowledge.
- A need to improve teachers' understanding of PESS and skills and confidence to deliver it. Giving co-ordination of this to a named member of staff.
- Sustainable, collaborative/partnership working with outside agencies/community providers are being to develop with a few key providers.



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ESTABLISHED

Schools in this stage will have effective leadership and management structures at all levels. There is a coherent and planned PE curriculum that is broad and balance and provides full coverage of the PE national curriculum and school sport programme. This builds on the ELG and includes work on physical activity with some separate teaching time. A policy for assessment is included in the PESS development plan and a process to record achievement is in place. Schools will be using monitoring and evaluation techniques to identify areas for development and include all of the staff in this process.

Schools will have developed effective community links. Subject knowledge will be good with staff training needs identified with support of the named co-ordinator where applicable, to develop further confidence in a broad range of active teaching and learning approaches.

EMBEDDED

Schools at this stage will have very effective PESS provision. Staff will have a shared vision and understanding, but will be flexible in how to alter it to meet the needs of all pupils.

The PE curriculum is discussed regularly at teaching and learning co-ordinators and staff meetings and provision has been adjusted to ensure it fully meets with the requirements for Key Stages 1 and 2 and contributes to the wider outcomes of the Government’s Sports Strategy: Sporting Futures and the outcomes of their Primary PE and Sport Premium grant.

A pupil led process for assessment has been developed where pupils are involved in recording progress, self and group assessment tasks and in writing annual reports to parents.

Assessment underpins pupils’ progress and transition into Key Stage 3.

Subject knowledge will be good, but there are also good support systems for new staff. Teaching strategies and knowledge will be shared with Secondary colleagues. There is a strong focus on standards and achievement, based on high expectations of what all pupils can do in relation to their prior attainment. New technologies will be a key factor in further developments. Staff will be confident to let pupils have some say in setting the agenda and try out new ideas and strategies.

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INFORMATION 2019/20

The GSSP PPEPASSHQM is designed as a self-evaluation tool that will help you assess your school's current provision, practice and outcomes in Physical Education, physical activity and school sport. Most relevant national awards provide us with a great deal of very useful quantitative data but little qualitative information. This high quality mark is designed to measure and evidence the quality of provision and outcomes within GSSP member schools thereby using PEPASS to make a difference to the lives of our young people in both life and sport. "The difference that high quality physical education and school sport make to the lives of young people is quite remarkable." *(Association for Physical Education (AfPE) 2015)*

The GSSP PPEPASSHQM self- evaluation tool has **6 areas of development**:

- ⇒ **Leadership and Management**
- ⇒ **Teaching and Learning**
- ⇒ **Monitoring and Evaluation**
- ⇒ **Parental and Community Involvement**
- ⇒ **Resources and their management**
- ⇒ **Staff Development**

The Mark is based on a process of rigorous self-evaluation, followed by action planning and regular review to identify impact, which is a key strength of the award. It will complement and help to integrate other initiatives, programmes and accountability measures being implemented. It has been designed to specifically complement the GSSP 'Blazing the Trail' programme, the National School Games Mark and compliance for the PE & Sport Premium grant. The achievement of a GSSP PPEPASSHQM will provide strong evidence and accountability for **OfSTED** in relation to the PE and Sport Premium funding and whole school effectiveness and outcomes for pupils.

N.B: Due to the current situation with Coronavirus (Covid-19) the application window for this award will be open for the entire 2020 Summer term.

- ✓ The criteria are intended to be challenging but due to the levels of development stages are achievable by all schools.
- ✓ Schools can only apply for the PPEPASS HQ Mark or to upgrade their current Mark once per academic year.
- ✓ All schools **must** achieve the set of pre-requisites prior to moving through to the application for one of the 4 levels of award.
- ✓ Your final submission should include the following:
 - Completed application form endorsed by your Headteacher, Chair of Governors.
 - The level of Mark you are applying for clearly identified on the front page of your application form.
 - Completed Development/Action Plan
 - Supporting statement from independent referee
 - Whole School Strategy document reflecting the commitment to improving the quality of PEPASS.

Your final submission must reach us on or before the end of the 2020 Summer term; if it is late it will not be validated until September 2020.

NB: YOU ARE NOT REQUIRED TO PRODUCE/SUBMIT A PORTFOLIO OF EVIDENCE BUT SHOULD BE ABLE TO PROVIDE RELEVANT EVIDENCE TO SUPPORT YOUR SELECTED SELF EVALUATION JUDGEMENTS IF REQUIRED/REQUESTED.

