

REFLECTING ON YOUR CURRICULUM USING SPACE AS A REFLECTIVE FRAMEWORK

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The purpose of this article is to encourage physical education (PE) leaders to reflect on their current curriculum and offer support for developing a quality curriculum by using a simple conceptual framework to develop PE, school sport and physical activity throughout their school.

THE THREE I'D MONSTER

In 2018, Ofsted published the findings of its investigation into how to assess the quality of education. To do this, the phrase curriculum 'intent, implementation and impact' was born – often referred to as *the three I's*.

The research highlighted 26 indicators (Ofsted, 2018, p8) demonstrating what

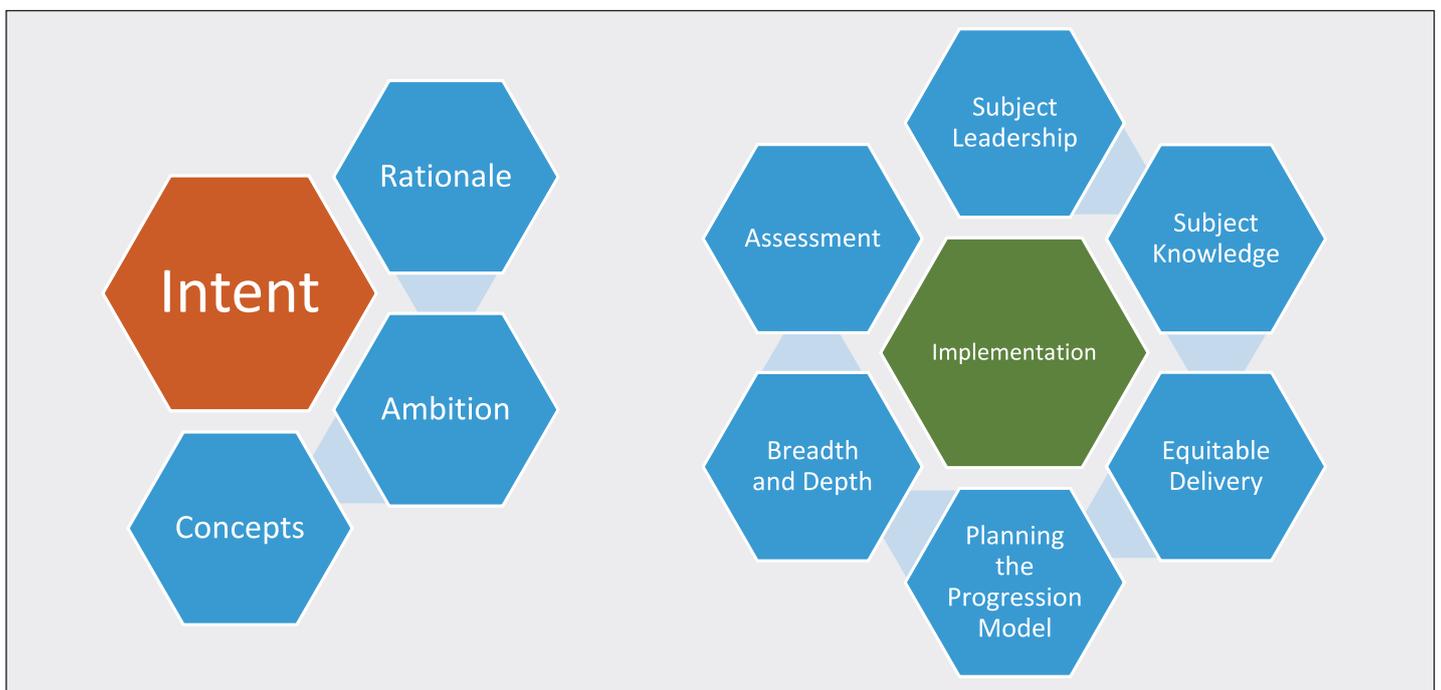
would make an effective curriculum and a number of 'predictors' (see Diagram 1) which linked with the intention and implementation of a quality curriculum (Ofsted, 2018, p21).

Based on this research, Ofsted is now looking at these indicators when visiting schools to determine how effective their school curriculum is. This has caused many schools to begin writing an intention document or even an intention and implementation document, outlining the justification of their curriculum choices. It is worth noting that Ofsted does not request these documents from schools (Ofsted, 2019). Whether a school should (or want to) produce these documents is down to the school's senior leaders and does not form part of the discussion in this article.

SO HOW DO WE CREATE AN EFFECTIVE PE CURRICULUM?

Firstly, we believe there is no such thing as a 'perfect' curriculum. Whilst Ofsted has created these indicators, what one school does can be very different to another for a number of reasons. Staffing, facilities, resources, location, pupils and personal philosophy are just some of the factors that can influence what curriculum a school offers; a school must create a curriculum that is effective specifically for itself. Therefore, considering the predictors of intent and implementation and the indicators associated with the three I's, should we keep these three observed elements as a focus? For this article, we highlight how a reflective framework could be utilised across these elements to bring about a more effective curriculum offer.

Diagram 1: Predictors





Penny *et al* (2009) argue that achieving quality in PE requires it to be pursued and demonstrated within and across *curriculum, pedagogy and assessment*. It was also highlighted that quality always need to be contextualised in cultural, social and institutional terms. This conceptualisation of quality PE sets a solid foundation for planning within PE. However, schools are now looking beyond this, with PE, school sport and physical activity being the areas that schools are looking to develop and improve as the importance of developing lifelong learning and physical activity in childhood and adolescence becomes more apparent. The Association for

Physical Education (afPE) defines the differences between PE, school sport and physical activity in its Health Position paper (afPE, 2015). For the sake of this article, PE will fall within the curriculum, whilst school sport and physical activity will fall under extra-curricular. afPE has also created a poster on questions to ask when designing your curriculum¹. This should be used alongside this reflective framework to help question and develop what your school can offer.

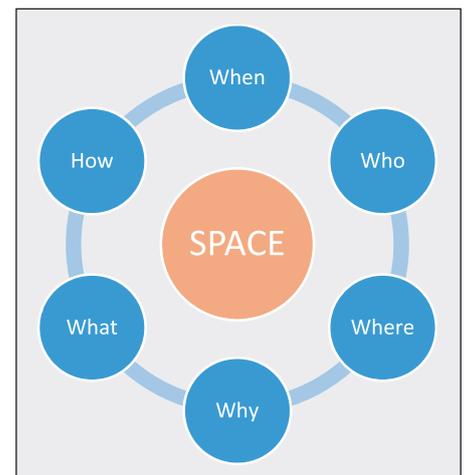
¹ <https://www.afpe.org.uk/physical-education/member-downloads/> (afPE members only)

BEING CRITICAL OF YOUR OFFER

A useful method for analysis is to reflect on the poem by Kipling (1902), which can be used to view and question your school curriculum offer. Considering what you currently offer and using Kipling's *What, Who, Where, When, Why and How* to ask questions about your school offer will help to determine whether change is necessary and, if so, what changes could be made.

THE SPACE FRAMEWORK

SPACE stands for Specifics, Pedagogy, Assessment, Curriculum and Extra-Curricular. These are used as key terms to ground the framework against areas to reflect upon when looking at your school curriculum offer. These areas should be applied along with *What, Who, Where, When, Why and How* to explore your justifications and developments in your curriculum intention, leading towards a more effective implementation and greater impact.



The following questions are examples of what you can ask yourselves when reviewing and reflecting on your curriculum, in order to develop it further for your pupils. We hope you will find this useful.

SPECIFICS – Specific to your school, your staff, your pupils, your facilities, your ethos/philosophy.

- What PE, sport or play facilities do you have access to? How are you using them?
- What is the PE ethos of the school?
- What is the confidence, competence and experience of the staff who teach PE?
- What are the specific needs of the pupils in PE?
- How does what you are offering meet pupils' PE learning needs? How do you know?
- How does your PE curriculum allow all pupils to access the content and make progress?
- Do PE subject leaders have clear roles and responsibilities for curriculum design and delivery? What does this look like?
- How is your PE curriculum delivery equitable and appropriate for all groups?
- When and where do subject leaders ensure PE interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum?
- How does the PE curriculum provide parity for all groups of pupils?

PEDAGOGY – Your approach to delivering your offer and the associated knowledge and understanding behind it.

- What PE pedagogical approaches will you attach to your curriculum?
- Are all staff who teach PE confident and competent in delivering PE lessons with a range of PE pedagogical approaches?
- What value do you place on providing a variety of approaches when teaching PE?
- How do your approaches promote learning in PE lessons?
- How do your approaches promote lifelong learning and are they inclusive?
- How do you know if PE subject leaders have the knowledge, expertise and practical skill to design and implement an effective PE curriculum?
- How and when do school leaders ensure ongoing professional development is available for staff to ensure that PE curriculum requirements can be met?

ASSESSMENT – Your assessment of pupils, staff and the effectiveness of your approach.

- Do you promote a holistic model of assessment within PE?
- Does it promote the whole child learning across all domains of learning (cognitive, social, affective and psychomotor)?
- How do you ensure progression in PE is being made across all areas of the PE curriculum?
- How much input will pupils have in their own learning?
- When do leaders (at all levels, including governors) regularly review and quality assure the subject to ensure it is implemented sufficiently well? What measures are put in place to support subject leaders if it isn't?
- Is your assessment in PE excessive or onerous or is it manageable?
- How do you know if your assessments in PE are reliable?
- What impact is your assessment model having on your pupils' motivation in PE lessons?
- What impact is your assessment model having on your pupils' progress in PE lessons?

CURRICULUM – Your offer of PE at your school.

- What activities will you offer and how do you rationalise this? Do all staff understand this rationale?
- Does your curriculum cover all areas of PE and how broad a range of activities and learning are you offering?
- How will you ensure progress across year groups/key stages and does your mapping support this?
- How do curriculum leaders understand important concepts related to curriculum design, such as knowledge progression and sequencing of concepts?
- How, when and where do you incorporate resources into planning and teaching, and for what effect?
- Is your curriculum ambitious and does it have sufficient depth and coverage of knowledge and skills, including centrally prescribed aims?
- How do you know that your curriculum offer delivery is the same as that which is planned?
- How will you ensure the curriculum is successfully implemented to ensure pupils' progression in knowledge and skills?
- If secondary, will you include links to qualification PE (e.g. GCSE PE) during core PE and how will you justify this?

EXTRA-CURRICULAR – Your offer of sport and physical activity at your school.

- What physical activity and sport do you offer outside of your timetabled PE lessons?
- If primary, what unstructured physical play opportunities do you offer outside of your PE lessons?
- Does your extra-curricular offer align with your curriculum activities?
- What other ways do you promote physical activity and sport outside of lesson learning?
- Do you link to any local clubs, allowing pupils to move on to the next step?
- What school sport do you offer? How do you select who plays/represents the school?
- Does your curriculum offer align with school sport and wider participation opportunities, e.g. School Games and leagues?
- Who takes responsibility for promoting your extra-curricular offer?

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