



PE SCHOLAR

Education and Training Impact Report 2022

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Connecting
with Experts



Making a
Difference



Supporting
Practitioners



Elevating the
Profession

Who are PE Scholar?

PE Scholar is an organisation that is passionate about the value of physical activity, physical education, and school sport in transforming and enriching people's lives. At PE Scholar we strive to support teachers of physical education and sports coaches in providing meaningful and inclusive PE and School Sport experiences that promote a love of learning and physical activity for life.

We are guided by the following key principles:

- Connecting with experts
- Making a difference
- Supporting practitioners
- Elevating the profession

The PE Scholar team are experts in the fields of physical activity, physical education and sport and come from teaching, coaching and academic backgrounds. Collectively we seek to bridge theory with practice and to support the profession through education, training, research, and insight, developing a diverse professional community of practice.



Education and Training

PE Scholar provides a wide range of professional development for teachers, coaches and education professionals working in physical education, sport, and physical activity. This is predominantly, but not exclusively, to an education audience. The nature of delivery is varied but is focused on building teacher confidence and competence and knowledge and understanding across PE pedagogy, Physical Literacy, curriculum design and supporting professionals in their wider role.

During 2022 we delivered in-person training sessions, conference key notes, conference workshops and our own training courses.

We provided training and education in Physical Education across 12 different courses, including:

- Assessment in PE
- Is PE in crisis?
- Designing Physical Literacy Informed Curriculum
- Concept curriculum leading meaningful change in PE
- Curriculum Design
- Curriculum design, sequencing, and assessment
- Becoming a successful Head of PE
- 5 Ways to Awesome PE
- Preparing for an Ofsted Deep Dive in PE
- High Quality Examination PE
- Making KS3 PE Count
- Nurturing Physical Literacy

...and 12 additional online asynchronous bitesize, short and blended learning courses, four of which were new for 2022.

The online courses covered the following areas:

- AQA GCSE PE (Exam)
- AQA GCSE PE (non-examined assessment)
- Assessment in PE (NEW)
- Awesome PE in 5 wAys
- Belonging in PE: Embracing Gender Diversity (NEW)
- British Rowing: Teacher Training (NEW)
- Introducing Physical Literacy (NEW)
- OCR GCSE PE (exam)
- OCR GCSE PE (non-examined assessment)
- Physical Education Curriculum Design
- Preparing for a successful Ofsted deep dive in PE
- Preparing to Become a Physical Education Teacher

What delegates told us about our training

187 delegates completed feedback following our training and delivery.

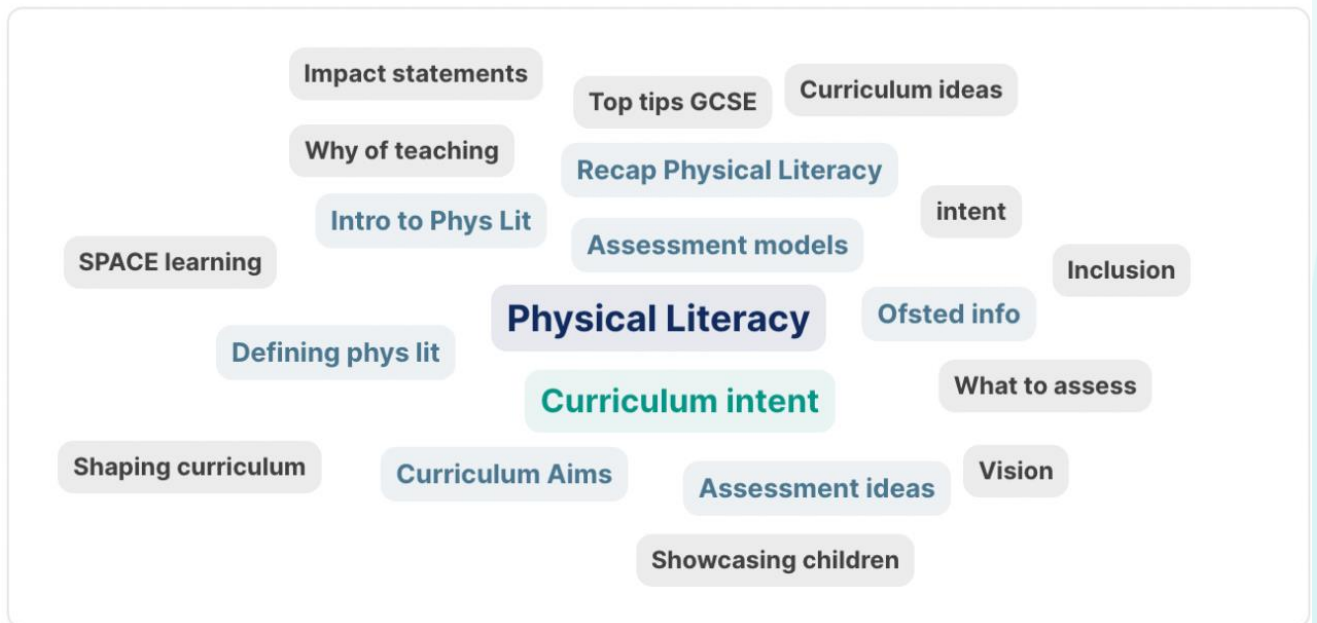
97% said the session they attended was either 'good' or 'amazing' with an average rating of **4.6/5 per session**.

We learnt that our sessions were valued because...

Content was relevant and varied:

We supported colleagues to gain more knowledge, awareness and understanding. Our sessions provided clear messaging and purpose. Content of the session that was highly valued, particularly when linked to current practice, e.g. 'Physical Literacy', 'Assessment' and the 'National Curriculum', as this helped delegates to "recap", "understand", "think about practice" and "shape" their curriculum provision.

Figure 1: Word wall presenting delegates' training highlights linked to session



***“Brilliant, thought-provoking stuff.
Inspired to refine what we do and how we do it.”***

“Refocuses mind and direction for the future.”

***“Thank you for this session it has set me up to change our
intent/curriculum and assessment.”***

Very informative and really helpful.”

“Really engaging, brilliant delivery.”

***“The day was really engaging, first time I have got to the end of a CPD session and
thought, I can't believe it's that time already. I'm usually clock watching!”***

Key messages and reflection prompted future change:

Our courses and training provided clear messages that facilitated individual personal reflection about practice and highlighted areas that require change or action in their setting.

***“The insight on curriculum intent resonated... our school has a uniform approach to
all subject intents and our PE one is perhaps overly complicated when compared to
the National Curriculum aims. This was good to reflect upon.”***

***“Making sure assessment is holistic and has value by ensuring students
understand where they are and what they need to improve.”***

“Making sure everyone is successful.”

“I will refocus on how well we are implementing physical literacy in our school.”

Practice sharing enabled colleagues to learn from each other and be central to the training:

We provided delegates with time and space to network and share practice. Across the suite of courses, delegates commented that they had gained a great deal of insight from each other and valued having time to learn about what other schools are doing as part of their curriculum or wider school practice.

“It was good to see how other schools have approached assessment. I haven’t given much thought to assessment since we embedded head, heart, hands and aligned it to our vision, so it was good to reconsider whether it was fit for purpose.”

“I have gained a lot of ideas I can take back to my school.”

“So many great suggestions on what frameworks and pathways should look like, great advice with the curriculum. Different assessment tools, different visions for the department.”

Resources and strategies will help inform practice:

Our training is built upon evidence and research to support practical ideas for practice, supporting the ‘how’ of implementation. Delegates valued resources being signposted by tutors, as it would support their ongoing learning beyond the completion of the course.

“Really good resources shared including example of lessons and links to further reading/podcasts.”

“Useful resources to monitor impact and the why of what we do.”

“The resources provided, hyperlinks and opportunities for breakout sessions.”

Supporting practitioners in their role:

We facilitated personalised and group-focused discussions, where tasks and activities were considered to be relevant to the individual. Delegates talked about developing their “motivation and confidence”, “clarity of role” and “personal development”.

Quality delivery from passionate and knowledge tutors”

Our tutors made sessions “practical”, “engaging” and “thought provoking”. Discussion was considered an important feature of PE Scholar delivery, to ensure content was focused on the needs of the delegate and not the organisation.

We asked how we could make our sessions better...

Not applicable was the largest single response to this question:

33% of our delegates said they had no further comment on how the session could be improved.

“Couldn’t fault it, really enjoyable.”

***“Struggling to think of any. Positive experience on every level.
Very excited about the immediate, mid-term and long-term future.”***

“Nothing, as an aspiring head of Pe it was all great knowledge.”

***“Nothing lots of information but also able to chat to others about all
things PE to learn from them.”***

More time:

The sessions were considered to be content rich and therefore more time would be valuable. Delegates simply asked for ‘more time’, ‘longer sessions’ and ‘more time for networking and discussions’,

“The day flew by, one of the best courses I have been on.”

“Bit longer- seemed to whizz by.”

“More time. So much to discuss, could spend all day here.”

***“I would have enjoyed longer to look deeper and closer into what I can do to
improve physical literacy in my practice and school”.***

Exemplification of content, ideas, implementation and sharing practice:

Across the suite of training sessions and courses, there was an appetite for more:

- Practice sharing.
- Modelling of ideas.
- Variety of examples for implementation - 'how to'.
- Case studies.
- Delving deeper into ideas being presented.
- Networking and discussion time.
- Documentation sharing.

Mode of delivery:

Delegates valued, in-person, local delivery where more time for discussion could be given.

What else our delegates told us...

“Brilliant, thought-provoking stuff. Inspired to refine what we do and how we do it.”

“Refocuses mind and direction for the future.”

“Thank you for this session it has set me up to change our intent/curriculum and assessment.”

“Very informative and really helpful.”

Recommendations:

This insight report has highlighted a number of features that support delegates accessing quality professional learning and future professional development.

Our evaluation and insight will strengthen our delivery linked to our guiding principles:

- **Connecting with experts:**

Ensure content of courses and delivery remains evidence based, credible and led by passionate experts. We will continue to work with experts within the field of physical education, physical activity and school sport to ensure courses reflect contemporary professional need and are relevant for schools and practitioners. Tutors will be informed and expert in the area they are delivering in.

- **Making a difference:**

Pose challenging questions and give space and time for reflection. Create courses and training where there is a 'highlighted' need and/or celebrates new thinking and practice in Physical Education.

- **Supporting practitioners:**

Beyond our session content and delivery and through the PE Scholar website we can signpost practitioners and delegates to extended material and engagement via resources, future courses and training, research, blogs and wider networks.

- **Elevating the profession:**

The voice and advocacy of the profession to be represented within all our training and delivery. Sessions provide opportunities

for learning through practice-based exemplification, discussion and networking.

Specific recommendations for training and delivery include:

Delivery:

- Provide clarity of message.
- Scope the needs of the group.
- Engaging and clear visuals.
- Allow time for links to be made to the delegates own context - leading to tangible next steps and actions - mapping, reflection, review tasks.
- Opportunities for practice sharing, networking and discussion.
- Resource signposting and resources to take away, try our or implement.
- Exemplification material of 'how to'.
- Evidence-base content.
- Refine content to ensure priority of messaging and learning and to make space for delegate tasks and engagement.

Process:

- Obtain numbers of delegates attending as well as delegates completing the evaluation (response rate).
- Embed the evaluation into the session to improve completion rates.
- Review evaluation content, score rating, and add a tutor reflection too.