



Subject: P.E

Whole School Priority	Actions	Person/s responsible	Monitoring & Evidence	Target Date Cost if applicable	Success Criteria & impact on pupils
<ul style="list-style-type: none"> <li>To continue to develop challenge for all pupils, particularly the most able pupils to enable them to improve their thinking skills in all curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>Use pupils as models to support other learners.</li> <li>Partner/ small group work to support and challenge pupils.</li> <li>Use the STEP approach to challenge pupils. Space, task, equipment and people.</li> <li>Use 2 stars and an even better if to review and evaluate performance of self (using the Ipad) and others.</li> <li>Competitions – gymnastics festival and the dance festival.</li> <li>PE staff meeting to update staff on safe practice in PE, managing the risk/ challenge balance assessing pupils in PE and informing planning to ensure all learners are challenged during every lesson.</li> </ul>	<p>Class teachers/ TA's taking PE</p>	<ul style="list-style-type: none"> <li>Photos</li> <li>Videos</li> <li>Tracking progress using the age related expectations in PE</li> <li>Attendance at PE events and festivals throughout the year.</li> <li>Writing – e.g. writing a sequence plan / record of the sequence they have created in PE (Y2)</li> <li>Y1 capture their sequence by drawing it</li> <li>Staff meeting minutes</li> </ul>	<p>KS1 Jan 2018</p> <p>EYFS June 2018</p> <p>TLR – PE Leader £1320 PE leader</p> <p>LA Training supply cost £600</p> <p>LA PE/Sport Payment £2500</p>	<p>All pupils, regardless of ability, will be challenged in their thinking and performance in all areas of PE. Pupils will be able to independently challenge themselves using the STEP approach.</p> <p>Pupils will be able to evaluate a performance by watching, copying and describing at Year 1. In Year 2 they will begin to recognize good quality performance and use information to improve their work. They will be encouraged to discuss why their movements (and those of others) are good and how these can be improved still further.</p> <p>Most able pupils will perform in the Borough gymnastics and dance festivals</p> <p>Staff confident to teach PE and challenge all learners in their lesson.</p>

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<ul style="list-style-type: none"> <li><b>To focus on Speaking and Listening skills across the school ensuring that there are opportunities for pupils to talk, discuss, question and reflect on their learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Partner/ small group work to support and challenge pupils.</li> <li>Use 2 stars and an even better if to review and evaluate performance of self (using the IPad) and others.</li> <li>Performers at the Dance Festival to feed back to their class about their experience and what it meant to them to be a part of it</li> </ul>	Class teachers/ TA's taking PE	<ul style="list-style-type: none"> <li>Photos</li> <li>Videos</li> <li>Tracking progress using the age related expectations in PE</li> </ul>	KS1 Jan 2018  EYFS June 2018	<p>Pupils will be able to evaluate and improve their performance, and those of others, according to age-related expectations.</p> <p>Pupils will be able to talk through the sequences of movement they create in the gymnastics and dance domain using movement vocabulary.</p> <p>All staff know and understand the specific movement vocabulary for all areas of PE</p> <p>This will be displayed in the hall to develop understanding by staff and pupils.</p>

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<ul style="list-style-type: none"> <li><b>To organise interventions that support learners and enables them to make sustained progress and to continue to review and evaluate their impact.</b></li> </ul>	<ul style="list-style-type: none"> <li>Wake and Shake priority places for pupils not engaging in any physical activities outside of school.</li> <li>Healthy Living Club</li> <li>Lunch club booster club for pupils struggling to grasp a skill during games- pupils to attend for a half term/ until they have mastered the skill. PE apprentice to monitor progress and adapt sessions to the needs of the group.</li> <li>Tiger Teams – HLT to assess and monitor pupils.</li> <li>Healthy Living Target/ PE</li> <li>Target shared with Parents and Pupils during Parent Consultations.</li> </ul>	<p>Class teachers/ TA's taking PE</p> <p>HLTA</p>	<ul style="list-style-type: none"> <li>Club registers</li> <li>TT Assessments</li> <li>Discussions with CT's, TA's, HLTA and PE apprentice.</li> <li>KS1 ARE Assessments</li> </ul>	<p>KS1 DEC 2017 Wake &amp; Shake cost £1050</p>	<p>Pupils making progress in all areas of PE according to age-related expectations</p> <p>Parents supporting pupils with progress in PE through sharing targets during Parent Consultations.</p> <p>All pupils to know why it is important to have a healthy lifestyle and ways in which to achieve it. They will recognize and describe what their bodies feel like after exercise and work safely.</p>

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<ul style="list-style-type: none"> <li><b>To embed systems for tracking pupils' achievement and progress in relation to Age Related Expectations across the school and use these effectively to promote high quality teaching and learning and ensure consistency.</b></li> </ul>	KS1 ARE expectation Booklets to assess, monitor and inform planning/ interventions in PE	Class teachers/ TA's taking PE/ PE Apprentice	KS1 ARE monitoring booklets.  Feedback from staff	KS1 Dec – Jan 2017	<p>Staff consistently assessing pupils and monitoring progress in order to teach high quality PE lessons which challenge all pupils.</p> <p>Pupils making good progress in all areas of PE</p> <p>Assessment is used to plan specific PE interventions where needed – Tiger Teams, Ball skills small group intervention</p> <p>For example, poor upper body strength could affect handwriting. Has anyone made the link?</p>