

PE priorities for 2016 – 17

To develop reasoning skills across the curriculum

EYFS

To use talk to organise, sequence and clarify thinking

KS1

To give well structured explanations for different purposes

Priority	Action	Impact (Success Criteria)	Evidence
To use the language of movement to describe what they or others have done.	<ul style="list-style-type: none"> Key vocabulary displayed in the hall. Resource cards to show the correct name of actions and movements. Use of talk partners and iPads to review performance of self and others. Describe and explain what has been done and suggest '<i>even better if's</i>'. Teachers modelling the language of movement through rephrasing pupils' statements and demonstrating how to describe the work of others. 	Pupils will be able to: <ul style="list-style-type: none"> move confidently in a range of ways, safely negotiating space. describe how their bodies work and feel when playing games. decide and explain where to stand to make it difficult for their opponent. describe what they and others are doing. describe performances clearly, recognising what is good quality 	Film footage of pupils describing a performance and suggesting improvements. Pupil Voice

To develop writing composition

EYFS

Pupils write simple sentences that can be read by themselves and others

KS1

To use all aspects of writing composition to develop fluent writers

Priority	Action	Impact (Success Criteria)	Evidence
Develop use of key vocabulary and speak in full sentences when explaining their ideas and describing what they have seen.	<ul style="list-style-type: none"> Key vocabulary displayed in the hall and identified in weekly planning. Adults to model the correct vocabulary throughout teaching the lesson. Model using adjectives, adverbs and connectives through descriptions and 	<ul style="list-style-type: none"> Pupils will be able to use a wider range of vocabulary which can be transferred into their writing and explanations. 	Film footage Pupil voice Display Written work

	<p>explanations.</p> <ul style="list-style-type: none"> • Pupils to use the modelled vocabulary when describing movements/ skills and evaluating performance. 		
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To make effective and consistent assessments of pupils' attainment

EYFS	KS1
To consistently address misconceptions and model corrections with the pupil when marking	To consistently use feedback marking and pupil targets to tailor teaching and move learning on

Priority	Action	Impact (Success Criteria)	Evidence
To assess pupils' progress in all areas of PE	<ul style="list-style-type: none"> • Trial a new assessment programme in year 2 and if successful we will roll it out across KS1. • Pupils to use iPads to film their own and others' performance - review and evaluate. Use the structure of '2 stars' and an 'even better if'. • Adults to model the correct vocabulary throughout teaching the lesson and to rephrase pupils statements to model corrections. • PE target to be shared with pupils and parents during parent consultations. 	<ul style="list-style-type: none"> • Evidence of progress to inform future planning • Pupils to observe their own performance and identify their next steps to move learning on • Children aware of their target and how to achieve it in order to move their learning on. 	<p>Film footage Curriculum Team Meeting Planning and assessment. Parent consultations/ targets.</p>

To develop deeper learning opportunities for the more able pupils.

EYFS	KS1
Opportunities for able pupils to apply their knowledge through enrichment activities	Opportunities for able pupils to apply their knowledge through enrichment activities

Priority	Action	Impact (Success Criteria)	Evidence
To provide activities for children to apply their	<ul style="list-style-type: none"> • Participation in the gymnastics festival, the dance festival and sports events at LVAC. 	<ul style="list-style-type: none"> • Evidence of progress and an increase in the numbers of children 	<p>Assessment information.</p>

<p>knowledge and deepen their understanding.</p> <p>Create links with, and promote local clubs.</p>	<ul style="list-style-type: none"> • Teachers to select pupils to become play leaders who will support Caglar in delivering activities during lunch times/ to model PE to other classes. • Distribute club leaflets to parents and invite clubs into school to hold trial sessions. • Encourage parents to join swim clubs after pupils complete the school swim programme. 	<p>performing at a higher standard in PE.</p> <ul style="list-style-type: none"> • An increase in the numbers of children taking part in physical activity in clubs outside school. 	<p>Pupil voice. Feedback from parents.</p>
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