***To ensure our PE & Sports Curriculum meets the needs of all children***

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| Link to SDP/ drivers | | Summary of Key Targets | Summary of Key Outcomes |
| ***1*** | Curriculum & CPD  (Priority1 & Ofsted driver) | All Staff including Staff new to the school and changing year groups understand how the curriculum is sequenced. | * All teachers know what to teach and when. * All teachers to understand what previous learning has taken place and adapt curriculum where needed. * LTP on GetSet4PE and termly MTPS to evidence a clearly sequenced curriculum. * All teachers are confident to teach the PE curriculum. |
| ***2*** | Staff have good subject knowledge for the teaching of PE and effectively meet the needs of ALL children. | * Staff questionnaires to highlight strengths/areas of development – CPD to be booked if needed * Previous staff questionnaire indicates an improvement in subject knowledge & a confidence in teaching the curriculum. * Planning, platform assessment, pupil interviews and teaching observations demonstrate appropriate challenge and support for all children. * Observations & monitoring drop ins show teachers make good use of platform tools and using the differentiation tools to ensure ALL children able access PE curriculum. |
| ***3*** | Assessment  (Priority2) | Assessment is used to ensure children know, do & remember more. | * Teachers know how to use platform assessments. * Teachers know how to use data from assessments to inform PE lead – ensure clubs can meet need or fitkits to given home. * Teachers to test & assess children’s understanding of key vocabulary. * Children’s understanding of skills within PE to show children will ‘know more, do more’ & show more positive pupil voice results from 21/22. |
| ***4*** | GDS  (Priority3) | All children including children who show GDS potential are challenged. | * Assessment highlights GDS pupils (introduce sports ambassadors within classes) * Challenge is evident in lessons. * Links to competitive sports in the wider world. * Sports leader opportunities. |
| ***5*** | Vocabulary  (Curriculum driver) | Key vocabulary to be built upon Year on Year in order for children to confidently use PE & Sports-related vocabulary & terminology. | * All teachers are to be aware of the vocabulary taught in their year group – Vocab mats on displays in hall. * All teachers to be aware of the vocabulary children have been previously exposed to. * MTPs, lesson observations and pupil interviews evidence effective teaching of subject-specific vocabulary. |
| ***6*** | Cultural Capital  (Curriculum driver) | To develop links within the  wider curriculum and outside of school to provide  enrichment opportunities  for pupils linked to PE & Sports. | * Sports clubs and competitions within & outside of school. * MTPs make explicit links with opportunities to celebrate the children’s world as they know it – themselves, families, school and the local community. * Encourage links with secondary schools (Yr 6) |

| **PE & Sports ACTION PLAN - 2022/23**  **Completed Not completed Partially Completed** | | | | | | |
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| **Target 1** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** | **Monitoring – who/when/ how?** |
| All Staff including Staff new to the school and changing year groups understand how the curriculum is sequenced. | Ensure curriculum is sequenced and all staff know what to teach and when.  Support for ECT (Harry & Jennie), New Teachers (Jenny, Jennie, Rebecca) and those teachers changing year groups (Harry) to use planning from platform & adapt planning effectively.  Identify where Termly MTPs need some guidance and provide additional support. | SG  SG  SG | Ensure that all staff & Elite staff know sequence on LTP. Email reminder to all staff of next unit.  Guidebook up to date with progression girds in line with GetSet4PE objectives.  ‘Check in’ with ECT’s & new teachers – ensure they are ok & go through the platform assessment tools.  Book CPD as needed.  Ensure that all MTP’s are up to date and including key vocabulary. | Monitor progress of subject against LTP and make changes/adaptations where needed.  Email next unit reminder.  Discussion with ECT about using & adapting planning – MTP up to date.  Discussion with new teachers about using & adapting planning – MTP up to date.  Book CPD as needed.  Ensure that all MTP’s are up to date and including key vocabulary. | Monitor progress of subject again LTP and make changes/adaptations where needed.  Email next unit reminder.  Discussion with ECT about using & adapting planning – MTP up to date.  Discussion with new teachers about using & adapting planning – MTP up to date.  Book CPD as needed.  Ensure that all MTP’s are up to date and including key vocabulary |  |
| **Evaluation/next Steps for 23/24** | | | | | | |
| **Target 2** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** | **Monitoring – who/when/ how?** |
| Staff have good subject knowledge for the teaching of PE and effectively meet the needs of ALL children. | Children to be given opportunities to learn new skills, time to refine & perfect skills over time and celebrate success & achievement.  Ensure all teachers are confident in using & adapting planning for and teaching PE.  Teachers to evidence learning with photos of unit taught.  PE lead & team to undertake CPD, feedback key points to staff & apply for Sports mark & assist in achieving Healthy Schools. | Teachers/Elite staff  SG/ Teachers  SG/ Teachers  SG/BM/JS | Planning is highlighted (not all activities are expected. Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Staff Questionnaire to be completed by all staff and mentoring/CPD opportunities identified.  Go through healthy schools & ensure evidence is collated.  Write a plan to collect evidence needed. | Planning is highlighted (not all activities are expected) Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Staff to identify www in planning & what adaptions may be needed.  CPD  Introduce teaching staff to evidencing PE lessons. (TA’s to take a selection of photographic evidence representing all pupil groups for each unit)  Staff meeting – 20 mins  SG to research CPD opportunities for team.  (Sports game, AFPE level 5)  SG to apply for sports mark. | Planning is highlighted (not all activities are expected) Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Staff to identify www in planning & what adaptions may be needed.  End of year Staff questionnaires.  Monitor that unit photos are uploaded into correct file.  Monitor that evidence represents all pupil groups. |  |
| **Evaluation/Next Steps for 23/24** | | | | | | |
| **Target 3** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** | **Monitoring – who/when/ how?** |
| Assessment is used to ensure children know, do & remember more. | Ensure all staff are using GetSet4PE end-of-unit assessments.  Support for ECT/ New staff and those teachers changing year groups to use assessments effectively.  Identify gaps using the assessments & create clubs or send fitkits home to fill those gaps. | SG/ Teachers/Elite staff  SG  SG/BM | Remind teaching staff where to find and how to use end-of-unit assessments.  Introduce new members of staff to end-of-unit assessments and how to use them.  Create the fitkits (once backpacks arrive) | GetSet4PE end-of-unit assessments are kept up to date.  GetSet4PE end-of-unit assessments are kept up to date.  Monitor need for clubs to fill gaps & use of kitkits. | GetSet4PE end-of-unit assessments are kept up to date.  GetSet4PE end-of-unit assessments are kept up to date.  Monitor need for clubs to fill gaps & use of kitkits. |  |
| **Evaluation/Next Steps for 23/24** | | | | | | |
| **Target 4** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** |  |
| All children including children who show GDS potential are challenged. | Children to be given opportunities to learn new skills, time to refine & perfect skills over time and celebrate success & achievement.  Sports leaders  Young leaders  Playground leaders  Sports ambassadors (work in progress) | SG/ Teachers  JS/SG | Planning is highlighted (not all activities are expected) Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Sports leaders to be voted for & appointed.  Young leaders (KS2 playground) & playground leaders (KS1 playground) applied for & appointed.  Introduce idea of appointing sports ambassadors within each class – GD children. | Planning is highlighted (not all activities are expected) Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Regular meetings with Sports leaders, young leaders & playground leaders to ensure roles are being carried out.  Research ambassador package. | Planning is highlighted (not all activities are expected) Drop in monitoring to ensure skills being taught & refined.  Discuss how achievements are celebrated.  Regular meetings with Sports leaders, young leaders & playground leaders to ensure roles are being carried out.  Get feedback form staff & sports ambassadors to refine roles.  Monitor use of sports ambassadors in classes to refine roles further. |  |
| **Evaluation/Next Steps for 23/24** | | | | | | |
| **Target 5** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** | **Monitoring – who/when/ how?** |
| Key vocabulary to be built upon Year on Year in order for children to confidently use PE & Sports-related vocabulary & terminology. | All teachers are to be aware of the vocabulary taught in their year group and the vocabulary children have been previously exposed to.  Drop in monitoring sessions, lesson observations and pupil interviews to show evidence of effective teaching of subject-specific vocabulary. | SG/Teachers/Elite staff  SG | SG to change displays in hall to include the vocabulary mats for the unit being taught.  Extra mats for lessons to be placed in wall files (once up)  Termly assembly to introduce unit & some vocab they will be learning that term.  Drop in monitoring | All staff to familiarise & use unit vocabulary mats within lessons.  SG to change display focus to include vocabulary mats.  Termly assembly to introduce vocab to children.  Learning walks to ensure use of subject specific vocabulary  Pupil interviews to establish baseline of vocabulary knowledge. | All staff to familiarise & use unit vocabulary mats within lessons.  SG to change display focus to include vocabulary mats.  Termly assembly to introduce vocab to children.  Pupil interviews to compare results with baseline interviews to show progression. |  |
| **Evaluation/Next Steps for 23/24** | | | | | | |
| **Target 6** | **Actions** | **Action to be led by** | **Milestone 1**  **Autumn 2** | **Milestone 2**  **Spring 2** | **Milestone 3**  **Summer 2** | **Monitoring – who/when/ how?** |
| To develop links within the wider curriculum and outside of school to provide enrichment opportunities for pupils linked to PE & Sports. | Variety of sports/PE clubs, inter-house competitions, out-of-school competitions & league competitions.  Explore links & book games sessions with Secondary schools for Y6 students via Sports games (RG).  Create links with outside agencies.  Pursue application for Sports mark | SG/BM/JS/Teachers  SG  SG  SG/BM/JS | Termly clubs – updated  Email to staff  Chn attend trials for competitions.  Investigate links & book sessions with Sports games  Meet RG & liaise about lead meetings.  SG to attend meetings and investigate what is needed to achieve the Sports mark. (Bronze) | Termly clubs – updated  Email to staff  Chn attend trials for competitions.  Attend PE lead meetings.  Assess the PE curriculum, Wellbeing commitment & curriculum, clubs & competitions against Sports mark requirements.    Identify gaps needed to ensure achieving Sports mark. | Termly clubs – updated  Email to staff  Chn attend trials for competitions.  Introduce a swimming club?  Attend some ‘sports games’ sessions for Y6 to establish links with other Y6 going to same school.  Attend PE lead meetings.  Submit Sports mark application for verification. |  |
| **Evaluation/Next Steps for 23/24** | | | | | | |