

South Hiendley Primary School

PE Action Plan written in line with the School Development Plan 2020-2021

Leader: Elizabeth Edwards

Overview of Priorities (Priorities from previous inspection)

Leadership and Management	Quality of Education	Personal Development
1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.	2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	4.3 The curriculum provides pupils with education that is broader than the academic, developing their social, moral and cultural understanding.
1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.	2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.	
1.3 Subject leader is ambitious for pupils and has high expectations of the work produced so that it is challenging for all abilities (LA/MA/HA/SEND/Lowest 20%).	2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	
	2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.	
	2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	

Objective 1: Leadership & Management

<p>Barriers to developing leadership:</p> <ul style="list-style-type: none"> -New leadership structure (distribution of roles) - New Headteacher (new to school) - New curriculum leader for PE due to maternity leave 					
<p>Increase the effectiveness of leaders by ensuring that:</p> <p>1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.</p> <p>1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.</p> <p>1.3 Subject leader is ambitious for pupils and has high expectations of the work produced so that it is challenging for all abilities (LA/MA/HA/SEND/Lowest 20%).</p>					
Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.	<p>By December 2020: A system for monitoring PE is in place for the year.</p> <p>By April 2021 The monitoring practice is developing and improvements in teaching PE are beginning to show.</p> <p>By July 2021 A cycle of monitor / feedback / evaluate is embedded. Evidence in pupil work, voice and observations shows improvements in teaching and learning.</p>	<p>PE to be included on the monitoring plan.</p> <p>Audit of current PE equipment to be undertaken.</p> <p>New equipment to be ordered and organised to support teaching and learning.</p> <p>Spending plan put together for the year.</p> <p>PE lead to undertake monitoring that may include:</p> <ul style="list-style-type: none"> • Pupil voice • Evidence of work (books/seesaw) • Lesson drop ins <p>PE leader to report findings and next steps from monitoring.</p> <p>Teacher/HLTAs to act on next steps.</p>		<p>EE</p> <p>EE</p> <p>EE</p> <p>EE/HT</p> <p>EE</p> <p>EE</p> <p>Staff</p>	<p>Monitoring plan</p> <p>Equipment audit</p> <p>Order form</p> <p>Spending plan</p> <p>Evidence of monitoring (Pupil voice questionnaire, evidence of work, feedback from lesson drop ins)</p> <p>Feedback from monitoring including next steps.</p>

		PE leader will ensure that any next steps have been completed through follow up monitoring.			Evidence of follow ups.
1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.	<p>By December 2020: PE lead has a good understanding of the PE scheme and what is being taught across the year.</p> <p>By April 2021 PE lead has a good subject knowledge of PE and is able to support others when needed.</p> <p>By July 2021 PE lead has a good understanding of the subject and a strong subject knowledge. PE is effectively led and staff are aware of where to go for support when needed.</p>	<p>PE leader to familiarise herself with the scheme, how it is rolling out and what is being taught when.</p> <p>Attend network meetings for PE.</p> <p>Join the AFPE to keep up to date with current changes and practice. PE lead to share any developments with all staff involved in PE lessons.</p>		EE EE EE	<p>PE scheme</p> <p>Notes from network meetings</p> <p>AFPE subscription</p>
<p>1.3 Subject leader is ambitious for pupils and has high expectations of the work produced so that it is challenging for all abilities</p> <p>(LA/MA/HA/SEND/Lowest 20%).</p>	<p>By December 2020: Clear end points (expectations) are in place and have been introduced to all staff. Clear practices for supporting lowest 20% are identified and introduced to all staff.</p> <p>By April 2021 Subject leader has seen suitable challenge in most lessons when undertaking monitoring.</p> <p>By July 2021 Teachers have high expectations for all pupils. Work is challenging for all abilities.</p>	<p>End points for PE in place for each year group. These are identified on the curriculum documents. To be shared with all staff.</p> <p>Monitoring plan and evaluation plan to be in place to capture and review the evidence.</p>		EE EE	<p>Curriculum document</p> <p>Monitoring</p>

Objective 2: Quality of Education

Barriers:

- Staff may be new to role or lack subject expertise.
- Changes in curriculum may lead to inconsistency – CPD required
- Staff may have different levels of pedagogical knowledge
- Many children will require catch up plans following the period of closure.

Improve the Quality of Education by ensuring that:

2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise	<p>By December 2020: PE lead has a good understanding of the PE scheme and what is being taught across the year.</p> <p>By April 2021 PE leader is more confident in the subject and can support others.</p> <p>By July 2021 Teachers feel confident to seek support and know where to go. They are confident in teaching PE.</p>	<p>PE leader to familiarise herself with the scheme, what is being taught in each year group and when.</p> <p>Attend network meetings for PE.</p> <p>Provide support for staff where and when needed. This could include directing to a website/youtube video or reminding about the support available on the PE Passport app.</p>		<p>EE</p> <p>EE</p> <p>EE</p> <p>EE & staff</p>	<p>PE scheme</p> <p>Notes from network meetings</p> <p>Evidence of support given.</p>

<p>2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.</p>	<p>By December 2020: Teachers are aware of what is expected in the lessons and are beginning include Rosenshine's principles.</p> <p>By April 2021 Teachers are developing the teaching of PE. Most staff are teaching good or better lessons.</p> <p>By July 2021 Teachers plan and teach good or better PE lessons using the scheme provided. Lessons are well taught and paced and children achieve well.</p>	<p>Recap of Rosenshine's Principles in Action for all staff.</p> <p>PE lead to ensure that all staff are familiar with the PE curriculum document, what they are teaching and how.</p> <p>PE lead to identify and share good practice when undertaking monitoring. Evidence of Rosenshine's principles to be identified through this.</p> <p>Staff to include the principles when planning and teaching.</p>	<p>7th September</p>	<p>HT</p> <p>EE</p> <p>EE</p> <p>All staff</p>	<p>Booklet</p> <p>Curriculum document for PE</p> <p>Evidence of monitoring</p>
<p>2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.</p>	<p>By December 2020: Teachers/HLTAs are aware of the starting points of children and are building on their knowledge and skills.</p> <p>By April 2021 Teachers/HLTAs are effectively supporting children to learn new knowledge and skills.</p>	<p>Teachers and HLTAs follow Rosenshine's Principles in Action when delivering PE lessons.</p> <p>PE lead to undertake monitoring to ensure the principles are being followed.</p> <p>PE lead to interview pupils and allow them to share their knowledge.</p>		<p>Staff</p> <p>EE</p> <p>EE</p>	<p>Evidence of monitoring</p>

	<p>By July 2021 Teachers/HLTAs support children to know more and remember more. Children can recall learning from across their school years. They can articulate what they have learnt and share their knowledge of the PE language.</p>				
<p>2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.</p>	<p>By December 2020: Teachers/HLTAs are aware of what needs to be taught in PE this year. They are aware of the starting points of the class and are building on this.</p> <p>By April 2021 Teachers/HLTAs are becoming more confident in knowing the abilities of their children and use this to inform teaching.</p> <p>By July 2021 Teachers/HLTAs can confidently articulate where children are in terms of their learning journey. They have the confidence to use this to inform future teaching.</p>	<p>PE lead to resend out the curriculum document so all staff are aware of what is being taught and when.</p> <p>PE lead to provide ideas for daily/weekly/termly reviews.</p> <p>Teachers to use daily/weekly/termly reviews effectively to assess where children are at.</p>		<p>EE</p> <p>EE</p> <p>Staff</p>	<p>Scheme</p> <p>Examples of reviews</p>

2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	By December 2020: Children are developing their knowledge and skills in PE.	PE lead to ensure that teachers know which unit they are teaching and what the end points are.		EE	Curriculum documents
	By April 2021 Children have a good knowledge of PE. They are able to discuss and model skills they have learnt.	Teachers to use the PE scheme, curriculum document and Rosensine's Principles in Action to support their teaching. Key vocabulary to be shared with children for them to refer back to.		EE Staff	PE scheme Rosenshine's booklet
	By July 2021 All children are making good progress in PE. They achieve well and apply the skills they have learnt into a range of situations.	PE lead to undertake monitoring to ensure that progress is being made.		Staff	Monitoring feedback

Objective 3: Personal Development

Barriers:

- South Hiendley is an ethnically homogenous area
- There are some outdated attitudes within the culture
- Relatively high deprivation indicators prevent some children from engaging with wider cultural and diverse activities
- There is a low level of exposure to different faiths, cultures and nationalities within the local area

Improve Personal Development by ensuring that:

4.3 The curriculum provides pupils with education that is broader than the academic, developing their social, moral and cultural understanding.

Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
4.2 The curriculum supports pupils to be physically	By December 2020: The curriculum has introduced opportunities for pupils to improve their	An action plan in place to develop mental and physical health across the school.	Friday 25th September 2020	PE and Mental health lead	Action plan

<p>and mentally healthy, resilient and independent learners. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing.</p>	<p>mental and physical health.</p> <p>By April 2021 The curriculum has developed clear opportunities for pupils to improve their mental and physical health.</p> <p>By July 2021 The curriculum has embedded clear and successful opportunities for pupils to improve their mental and physical health</p>	<p>All classes to undertake regular activities improving mental wellbeing.</p> <p>Clear map in place of how the curriculum supports physical and mental wellbeing across the school.</p> <p>Subject maps for PE that evidences how they contribute to developing character, resilience, confidence and independence.</p>	<p>Fri 23rd October 2020</p> <p>Friday 23rd October 2020</p> <p>Friday 23rd October 2020</p>	<p>Each class teacher</p> <p>PE and Mental health lead</p> <p>EE</p>	<p>Evidence of activities</p> <p>Map</p>
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