



Physical Education Action Plan

Autumn 2022 – Autumn 2023

Contents

- Section One: Statement of Intent for P.E. at Whitchurch (Intent)
- Section Two: P.E. Key Priorities (Implementation)
- Section Three: P.E. Development Planning (Implementation)
- Section Four: Monitoring (Impact)



Our Aims At Whitchurch we aim to...



Our Values



Section One: Statement of Intent for Physical Education at Whitchurch

At Whitchurch we aim to inspire all children allowing each child to fulfil their potential health, wellbeing and fitness. By the time they leave primary school we want the children's experience of Physical Education to be positive and motivating as it enables pupils to become physically confident and have a secure knowledge of the wide-ranging benefits of regular exercise in order to encourage them to lead healthy, active lives.

We want them to succeed and excel in competitive sport and physical activities within school as well as outside of school allowing them to work and play alongside others following and implementing rules and tactics more successfully as they progress. We offer all children chances to compete in sport and other activities which helps them build character and learn values such as fairness and respect through winning and losing.

Section Two: Physical Education Key Priorities

Key Priorities	
To improve the quality of education in Physical Education for all groups of children.	To review and evaluate the effectiveness of the Physical Education curriculum (GetSet4PE) to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers.
	To use our coach effectively to coach/team teach staff to deliver quality Physical Education lessons improving on their breadth of understanding.
	To embed a teacher assessment framework for Physical Education to track and monitor pupils' progress and attainment.
To develop the leadership of Physical Education To ensure ALL groups of pupils receive a good quality of education	For the coach and staff to attend both external and in-school training focusing on curriculum design to support the leadership of Physical Education.
	To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress .
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within Physical Education.
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Physical Education	To increase the profile of Physical Education across the school e.g. clubs, theme days and events that promote an enthusiasm and passion for Physical Education.
	Host P.E-related clubs, competitions, sports days, athlete visits, sports leaders and events to promote an enthusiasm and passion for P.E ensuring all PP and G&T attend/compete an enrichment related activity
	Work collaboratively with curriculum leaders and external colleagues to develop and share knowledge and confidence in the Physical Education curriculum.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in Physical Education for all groups of children.		Lead: Maria Nickson, Karen Wong & Martin Thompson-Lawrie		RAG
Key Priority: Quality of Teaching				Behind Not achieved Underway Completed
1. To review and evaluate the effectiveness of the Physical Education curriculum (GetSet4PE) to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers.				
2. To use our coach effectively to coach/team teach staff to deliver quality Physical Education lessons improving on their breadth of understanding.				
3. To embed a teacher assessment framework for Physical Education to track and monitor pupils' progress and attainment.				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. PE SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils. Ensure that the chn are receiving opportunities for real world experiences through a variety of rich and engaging topics	Review LTPs/MTPs for all year groups across the school when reviewing planning. Observe and evaluate the quality of teaching through a 'Deep Dive' approach to get a clear insight of areas of strength and development across the school linked to P.E Complete pupil interviews to gather soft data on pupils' perspectives and experiences linked to P.E Discussions with class teachers on how they plan P.E and understand what training/CPD they may require to develop their subject knowledge and pedagogy linked to P.E Subject leader (SL) to monitor- <ul style="list-style-type: none"> - Is there coverage from the POS/NC? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning differentiated for ALL groups of children to learn and make good progress? 	Ongoing throughout the year – half termly MN (SL)	Leadership time	All groups of children will make good progress from their start points due to well-planned lessons that provide a range of opportunities and engaging activities that supports all groups of children across the school. Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.

	<ul style="list-style-type: none"> - Are there opportunities for children to receive real life experiences? - To create a whole school curriculum map <p>Once planning is rigorously checked, feedback is given to YTLs to support with the QoE in P.E across the whole school.</p>			
<p>2.</p> <p>P.E SL, SLT, YTLs and CTs will have clarity around the areas of strength and development in their subjects across the school. Identified areas of strengths will be utilised to support where AOD have been identified.</p>	<p>Monitor LTPs/MTPs planning to both triangulate what has been taught and ensure differentiation, progression, inclusion and a range of skills being taught- these should be annotated on the plans.</p> <p>Discussions with class teachers to understand how P.E is evidenced to show pupils' progress and attainment</p> <p>Feedback to year team leaders, SLT and governors with points to celebrate and areas of development. (For subject leader and year team leaders).</p> <p>Discussions with pupils to understand their feedback of strengths and weaknesses of P.E in their class</p> <p>Establish if there are opportunities to look at and understand their mental well-being linked to physical activity?</p>	<p>Ongoing throughout the year – half termly</p> <p>MN (SL)</p> <p>Summer 2 MN (SL)</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>Outcomes from the pupils discussions and surveys will be addressed in a systematic and robust manner which will result in the QOE in subjects improving across the school, within individual year groups and across the academic year.</p>
<p>3.</p> <p>P.E SL, SLT, YTLs and CTs will have an assessment framework that can track and monitor pupils' progress and attainment in P.E and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to P.E</p>	<p>CPD training for class teachers to share a collective understanding of a whole school assessment system for PE. (We will use GetSet4PE assessment)</p> <p>Subject leader and PE assistant to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately.</p> <p>To look through assessment descriptors to ensure assessments are accurate and used to inform future lesson planning.</p> <p>Analysis of data identifies pupils who are not attaining national expectations in P.E. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes.</p> <p>Analysis of data identifies pupils who are exceeding in P.E and can be challenged through school-based projects.</p>	<p>From now – all year</p> <p>KW (Coach) KD (PE Team)</p>	<p>Leadership Time</p> <p>CPD Budget</p>	<p>Teachers will be succinct in using a whole school assessment tool for P.E relating to the NC objectives that will lead to accurate formative and summative assessments of children's progress and attainment across the whole school.</p> <p>Under attaining children given the opportunity to upskill themselves whilst higher attaining can support them.</p>

	Use KW on Mondays to support those not attaining national expectations and for those exceeding. – Joint group.			
--	--	--	--	--

Key Priority 2: To develop the leadership of PE To ensure ALL groups of pupils receive a good quality of education		Lead: Maria Nickson, Karen Wong & Martin Thompson-Lawrie		RAG
Key Priority: Leadership & Management				Behind Not achieved Underway Completed
1. For the coach and staff to attend both external and in-school training focusing on curriculum design to support the leadership of Physical Education.				
2. To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress.				
3. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within Physical Education.				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1 & 3 P.E subject leader, coach, all teachers, SLT and governors all understand what is being taught, when it is being taught and how it is being taught.	P.E subject leader to deliver INSET training to all staff- covering the following: <ul style="list-style-type: none"> Do teachers understand why we teach P.E and the importance of it? Are there opportunities for children to receive real life experiences in P.E? Do teachers understand the skills children require and how to teach these with progression? Do teachers understand how to use and be experimental with a wide range of equipment to challenge children? Attend in school training <ul style="list-style-type: none"> Attend half termly training provided by SLT on a range of activities including: changes to the framework, changes to the school monitoring system and continued support on leadership and developing the QoE in P.E. Attend P.E conferences to network with other schools in the borough and share good practice and seek support and advice when needed.	On going	Leadership time	SLT understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision. QOE for PE will improve across the school as we see the implementation of actions from the CPD sessions attended and the impact upon pupil outcomes.

<p>2. Class teachers have secure subject knowledge of what they are teaching and how they teach P.E to support pupils' outcomes and ensure at least a GOOD quality of education in the subject using the assessment tool</p>	<p>All staff to have their logins to Get Set and add their classes (ready for assessment). Training to be given in how to use Get Set 4 P.E assessment framework.</p> <p>KW (Coach) team teaches with teachers who need any extra support and available to support with any lessons.</p> <p>P.E SL will analyse the collection of data regularly. This will ensure:</p> <ul style="list-style-type: none"> - Identification of pupils who are not attaining national expectations in P.E. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes. - Pupils who are exceeding in P.E and can be challenged through school-based projects/competitions <p>Use of data analysis to identify trends and use this as a focus for developing the quality of teaching and learning linked to P.E</p>	<p>Spring 2 MN (SL)</p>	<p>Leadership Time CPD Budget E08</p>	<p>This will provide staff with real world experience, as well as develop them as global citizens which they can then in turn cascade down to pupils as part of the P.E curriculum due to subject-specific training that shares good practice, as well as effective strategies for the QoE related to P.E</p> <p>Teachers will know how and where to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.</p> <p>QOE for PE will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.</p>
--	--	----------------------------------	--	---

Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to P.E.				Lead: Maria Nickson, Karen Wong & Martin Thompson-Lawrie	RAG
Key Priority: Personal Development, Behaviour & Attitudes					Behind Not achieved Underway Completed
1. To increase the profile of Physical Education across the school e.g. clubs, theme days and events that promote an enthusiasm and passion for Physical Education. 2. Host P.E-related clubs, competitions, sports days, athlete visits, sports leaders and events to promote an enthusiasm and passion for P.E ensuring all PP and G&T attend/compete an enrichment related activity 3. Work collaboratively with curriculum leaders and external colleagues to make knowledge and confidence in the Physical Education curriculum.					
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>	
1. Subject leader, coach, all teachers, SLT and link governor all understand what is being taught, when it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.	Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links should be made Link elements of PE with wider curriculum across the year and ensure that these are understood prior to MTPs being created PE Lead, Coach and team will <ul style="list-style-type: none"> - Liaise with other curriculum leaders and YTLs to ensure links are being explicitly outlined - Highlight opportunities to make real-life experiences explicitly recognizable in the teaching and learning. - Create opportunities to promote enthusiasm through extra-curricular trips (football matches etc.) 		Leadership time Leadership time	Pupils are able to make connections within their learning through a thematic approach to curriculum design. Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience	

<p>2 & 3 SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within P.E to support pupils and nurture their talents and interests e.g. variety of sports clubs</p> <p>Liaise with staff to ensure there are enough sports clubs held which gain children's interests and talents.</p> <p>Liaise with governors – what experiences can they offer the pupils with regards to P.E</p> <p>Aim to have all PP and G&T of children either attending a physical afterschool club or representing the school in a sporting competition. All these details will be logged onto Get Set.</p> <p>Analyse the data at the end of the Spring Term and see which children have not attended or represented and target those for the summer.</p>	<p>Autumn and onwards and half-termly</p>	<p>Leadership Time</p>	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to P.E</p>
---	---	---	------------------------	--

Section Four: Leaders' Monitoring Schedule

School Development Plan Monitoring 2022/2023

Priority	Responsible staff	Monitoring Leader	Monitoring date
1. To improve the quality of education in Physical Education for all groups of children.	Maria Nickson (SL) Karen Wong (Sports Coach) Kayleigh Dareve	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	
2. To develop the leadership of Physical Education To ensure ALL groups of pupils receive a good quality of education	Maria Nickson (SL) Karen Wong (Sports Coach) Kayleigh Dareve	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	
3. To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Physical Education	Maria Nickson (SL) Karen Wong (Sports Coach) Kayleigh Dareve	Caroline Rowley (HT) Martin TL (DHT) Hannah Hogberg (LoL)	