

PE Action Plan 2017-2018

Objectives	Success criteria	Specific Actions	Monitoring (including evaluation questions)	Evaluation of impact on pupil progress
<p>Increase the range of resources for the teaching of dance and gymnastics.</p>	<p>-a greater range of resources to support teaching of discrete skills. -resources support the progression pathway throughout school.</p>	<p>VK to research a range of possible materials to support teaching. Resources downloaded or purchased as needed. VK to create resource bank folder to be stored with TW and online.</p>	<p>Have additional resources been supplied? Are additional resources being used by staff?</p>	<p>PECs scheme of work- all teachers (excluding LW, SF and CG) have observed, questioned and discussed outstanding gymnastics teaching and gradually grown in confidence in learning from these sessions, taking more responsibility for teaching the sessions themselves. In line with this teaching all planning for these session plans are on the schools system.</p> <p>The 'British gymnastics intermediate guide' has been shared in the curriculum subjects PE folder which offers support for the teaching of discrete gymnastics moves and offers support for progressing the G+T pupils.</p> <p>This year a focus has been put on the up-leveilling the staff's ability to teach gymnastics (dance will be a focus for the following year)</p> <p>Email sent about observing gymnastics teaching in September to observe teacher confidence and strengths and weaknesses</p>
<p>To ensure the teaching of PE is consistently good and outstanding in some areas.</p>	<p>-90% of teaching is consistently good. - Children are given opportunities to practice and develop skills -Children are given opportunities to apply skills in different ways.</p>	<p>To support teachers by exploring additional resources for dance and gymnastics. VK to drop-in to PE sessions to identify strengths and areas for improvement across school. VK to feedback key points to staff meeting including peer and self assessment. Offer opportunities for staff to observe PE lessons where required.</p>	<p>Is the teaching of PE consistently good and outstanding in all areas? Are children given opportunities to practice, develop or apply skills in each lesson? Is there evidence of the children self-evaluating and peer evaluating during a lesson? Does the reflection have an impact on individual's skills and progression? Is there evidence of children adapting or changing their skills due to evaluations and reflections?</p>	<p>VK has identified that gymnastics was an area for development across the school and has implemented the PECs programme to address this need.</p> <p>Resources for gymnastics have been downloaded and are on the curriculum subjects folder- The 'British gymnastics intermediate guide' this guide offers support for the teaching of discrete skills in gymnastics and also offers support in challenging the G+T pupils</p> <p>VK has organised for TW to observe and provide feedback to teachers on their lessons and has worked alongside them during sessions to support their teaching. Teachers have been scaffolded through the process of being an observer; working with a group; working with a group and suggesting the next steps; leading part of the session and then taking the whole session. This has led to the teachers feeling more confident with delivering the different parts of the session. TW shared feedback on sessions with VK</p> <p>Post the PEC's sessions VK is going to observe members of staff teaching a different PE subject and see if their confidence and skills have been transferred.</p> <p>Feedback of self and peer assessment has been provided through informal conversations TW and VK has had with member of staff. This discussions have taken place post observed sessions and have been specific to the lesson that has just been taught. Following these discussions teachers have them implement the next steps into their teaching the following lesson. This has allowed teachers to see and try out a variety of peer and self-assessment models in specific environments rather than a generic model which wouldn't suit their specific and unique situation.</p>

<p>To develop the PE portfolio to include photographs and evidence to support skills progression .</p>	<p>-An online portfolio of work created to show progression of skills and coverage to be used as a tool to support teachers in future planning. - photos and videos to be shared on twitter to promote PE across school.</p>	<p>CS to take regular photos and videos across all year groups to show progression linked to skills. Saved to media drive and some examples to be shared on the school website/twitter. To continually monitor work collected to ensure progression and evidence of good teaching.</p>	<p>Is evidence being collected regularly for all year groups and activities? Does the evidence collected demonstrate progression of skills? Is the evidence being collected demonstrating a variety of learning opportunities for the children?</p>	<p>Photos have been taken and saved in the media drive of pupils participating in a competitive environment providing evidence of the children applying the skills that they have been taught</p> <p>A portfolio of PE sessions taught by TW is being developed as progression through skills is being clear. In reflection CS does not have the time available with the website and computing changes within the school to take these photos so JB has been asked to take the photos. Teachers need to become more responsible for taking responsibility of providing evidence of skills (Asking CS to come and video routines)</p> <p>Teachers have access to these photos and once all photos are collected VK will sort them out to show the progression throughout school allowing teachers to see clear differentiation and be able to challenge their G+T pupils and make tasks easier for the LAPs using the pictures to support them.</p>
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