

SUBJECT ACTION PLAN – PE

2024 - 2025

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<p>Priority 1- Subject Leader Knowledge (LC) To improve subject leadership knowledge of PE (EYFS-Y6) so that</p> <ul style="list-style-type: none"> • LC has a secure understanding and knowledge of what is being taught in PE, including the 5 key indicators, through the progression of AVSSP planning. • Create core knowledge flashcards (EYFS-Y6) • Know what relevant resources and training is required/available. • LC is able to direct teaching staff to relevant CPD. 	Budget	Time / £
	Resources	Release time for subject leader Possible teaching resources Updated core knowledge flashcards LC release time for monitoring
	Training	CPD for PE included within AVSSP
	INSET/Staff Meetings	Staff meetings to share and gather information.
<p>Priority 2 – Quality of Assessment (LC, RW and all staff) To improve assessment systems in PE so that</p> <ul style="list-style-type: none"> • Teachers and RW are using the assessment systems effectively to inform planning and teaching. • Any misconceptions or gaps in learning are identified and a plan is in place to enable these to be filled. • Children who are absent are recorded and ‘catch up’ opportunities are clear. • All children including SEN are catered for and able to fully access the PE curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching. 	Budget	Time / £
	Resources	Release time for subject leader to monitor
	Training	potential CDP on assessments
	INSET/Staff Meetings	Staff meetings to share feedback from monitoring. Staff meeting to discuss expectations of assessments.
<p>Priority 3 – Develop a positive attitude to PE and competitive participation; particularly SEND and PP children. To improve SEND/PP attitudes to sport, including participation of competitive sport so that,</p> <ul style="list-style-type: none"> • a positive ethos towards PE/competitions is created.. • more children experience at least one competition during a KS. • children know the importance of staying active and making healthy choices. 	Budget	Time / £
	Resources	competition applications staff to attend competitions
	Training	CPD opportunities.
	INSET/Staff Meetings	Share feedback of children’s views and opinions. Share ideas on how to achieve priority.

Priority 1- Subject Leader Knowledge (LC)

To improve subject leadership knowledge of PE (EYFS-Y6) so that

- LC has a secure understanding and knowledge of what is being taught in PE, including the 5 key indicators, through the progression of AVSSP planning.
- Create core knowledge flashcards (EYFS-Y6)
- Know what relevant resources and training is required/available.
- LC is able to direct teaching staff to relevant CPD.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	LC to have dedicated time to familiarise herself with all phases of PE.		LC feels confident in her knowledge of what is being taught across all phases including EYFS				
	LC have time to talk to staff/visit classes to gauge understanding of what is being taught and how.	LC/staff	Subject leader has a strong knowledge of what is being taught and how it is being taught across all phases including EYFS				
	Attend regular CPD throughout the year for PE- AVSSP	LC	Meetings attended and any key/new information shared with staff				
	Subject leader to ensure resources are relevant and appropriate.		Both subjects well resourced and staff know where to access relevant resources.				
Spring	In order to strengthen subject leader knowledge, subject leader to monitor what is being taught in RE through lesson visits and book scrutiny (across all phases). Particularly in KS2.		Subject leader gains a better understanding of what is being taught and how it is being taught across all phases. Books/lessons reflect planning.				
	LC to carry out pupil voice to gauge pupil understanding and enjoyment/engagement.		Positive pupil voice, good understanding of core knowledge in RE.				
Summer	All staff to look at half termly assessments at the end of the year, stating what has been taught/not been taught/strengths/weaknesses/gaps in learning. This will then be shared with subject leader/next teacher of class.	All teachers/LC	Teachers and subject leader are fully aware of any gaps/weaknesses in RE and know what needs to be looked at again in order to close gaps.	All teachers/LC			

Priority 2 – Quality of Assessment (LC, RW and all staff)

To improve assessment systems in PE so that

- Teachers and RW are using the assessment systems effectively to inform planning and teaching.
- Any misconceptions or gaps in learning are identified and a plan is in place to enable these to be filled.
- Children who are absent are recorded and ‘catch up’ opportunities are clear.
- All children including SEN are catered for and able to fully access the PE curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	New lesson plan sequences are being used and filled out consistently before and after each taught lesson.	All staff	All sections of lesson plans are filled out including review/recall, misconceptions from previous lesson, chn who need further support, evaluation and assessment.	All staff			
	Evaluation and assessment sections of lesson plans are filled out at the end of each taught lesson and are being used to inform of next steps.	All staff	Evaluation and assessments are filled out with names of chn who needed further support, misconceptions that have arisen in the lesson and next steps- evaluations are clear and specific.	All staff			
	Children who are absent from the lesson are written on the plans and clear steps for them to ‘catch up’ are also written.	All staff	Clear written steps are on the plans explaining what needs to be done- intervention, 1:1 support, morning catch up. The child who was absent has a clear understanding of what was taught in the lesson and is able to access the next lesson.	All staff			
	DAS/UC planning support is used and adapted as necessary.	All staff	Planning is clear and adaptations are visible.	All staff			
	Evaluations at the end of the lesson plans are filled out at the end of each unit informing teachers of the chn who have fully understood the unit, the children who need extra intervention and gaps in learning. This should also inform future plans.	All staff	Evaluations are completed with specific names of chn who have a good understanding and who need further support. These are highlighted to show the chn who are SEN/PP. Next steps are written clearly and are used to inform the teacher of how, when and where gaps will be filled.	All staff			
Spring	Subject leader to monitor lesson plans to ensure that they are being completed consistently and are being used to inform of next steps.	KMc	All lesson plans are filled out. Evaluations are detailed with specific names of chn who need further support and the steps needed to support them.	Kmc			

	Subject leader to conduct pupil voice based on assessment (recap/recall, how misconceptions are addressed/interventions carried out).	KMc	Pupils have an understanding of 'catch up'/interventions, recap and recall within each lesson.	KMc			
	Subject leader to do book scrutiny (books and floor books) to ensure next steps on lesson plans match what is being taught.	KMc	Next steps/gaps/misconceptions are clear on lesson plans. Books/floorbooks reflect what is on planning.	Kmck			
Summer	Summer assessment grid filled out by all teachers, giving insight into the strengths of the year, the weaknesses and gaps. This is then passed onto the next teacher.	All staff	All staff aware of gaps in RE from previous year.	All staff			

Priority 3 – Develop a positive attitude to PE and competitive participation; particularly SEND and PP children.

To improve SEND/PP attitudes to sport, including participation of competitive sport so that,

- a positive ethos towards PE/competitions is created..
- more children experience at least one competition during a KS.
- children know the importance of staying active and making healthy choices.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Core flashcards to be amended to fit the new overview and key knowledge grids	LC	Core knowledge flashcards reflect core knowledge grids. Core knowledge grids are short and simple to enable children to retain information.	LC			
	Teachers using core flashcards throughout the week. Teachers display core knowledge flashcards and refer to them throughout the year.	All staff	Children are aware of and can talk about the cards, because they are being used regularly.	All staff			
	Subject leader to discuss/decide if knowledge organisers are given for each new topic to be referred back to by children to support learning.	All staff/LC	Books/floor books have knowledge organisers stuck in at the beginning of each topic? Children are aware of where and what they are.	LC/all staff			
	Clear sequence of planning, with adaptations are in folders on Drive.	All staff	Plans on Drive with adaptations clear to see. Adaptations are specific to the children who need support.	All staff			

	Staff voice to gauge confidence with the teaching of RE and planning a sequence.	LC	Teacher/supporting adults all fill in questionnaire and all feel confident in teaching of RE. Subject leader to support staff with any areas that they feel that they are not confident with.	LC/all staff			
Spring	Subject leader to conduct pupil voice on core knowledge- are they retaining the core knowledge? Do they know how core knowledge is being revisited?	LC	Pupils can confidently talk about the core knowledge related to RE. They are able to talk about the flashcards/knowledge organisers (?) and floor books because they are being used regularly in class.	LC			
	Subject leader to monitor lesson plans to ensure that they are being adapted every lesson, and recall/review is being planned for.		Lesson plans are all uploaded and adapted prior to the lesson being taught. Recall and recap is visible.	LC			
Summer	Subject leader to look at core knowledge grids/national curriculum, alongside books and planning, to ensure that all key objectives have been taught. Staff to fill out an assessment grid for the next teacher.	LC/all staff	Core knowledge/national curriculum matches with what has been taught throughout the year. Anything not taught/weaknesses will be on the assessment grid, so the next teacher will be aware of gaps.	LC/all staff			