

Broom valley Community School

Subject/Aspect Leader Action Plan: 2017/18 – P.E

- Improve the quality of teaching and learning. (This will be monitored throughout the year and the action plan adapted accordingly.)
- Management and deployment of resources (Check coverage/resources/staff knowledge to support writing the action plan.)
- Professional development into practice (Respond to survey and adapt as a result of ongoing monitoring.)

Priority: To ensure that the teaching of subject specific skills, knowledge and understanding in well-being are embedded across school.

How?	Who?	When?			So what?
		A	Sp	Su	
Evaluate staff understanding and confidence of teaching p.e through staff questionnaires.	DH CA		√	√	<ul style="list-style-type: none"> • Greater understanding of understanding and implications for training
Introduce a Healthy Eating week each term across the school from F1-Y6 and continue to embed throughout the year <ul style="list-style-type: none"> • Mile a day • Equipment for the playground to be audited and replenished where necessary – skipping ropes, bats and balls etc. Y6 /Y5– Play leaders to be developed to support break and lunchtimes and provide and lead games. Monitoring chn who don't take part in any P.E outside of school and target these chn to Change4life clubs.	DH CA	•	√	√	<ul style="list-style-type: none"> • Children have a better understanding of what a healthy diet is and can educate parents • Children have access to a range of equipment to promote healthy choices
<ul style="list-style-type: none"> • Support teachers in delivering the real P.E scheme and Imoves and provide CPD training for all staff. 	DH CA	•	√		<ul style="list-style-type: none"> • Greater understanding in delivering P.E across school.
<ul style="list-style-type: none"> • Raise our profile of P.E by attending all competitions provided by Oakwood. Raise our achievements within these competitions by planning to teach the children the skills needed through P.E lessons. • Celebrate achievements of our children through a celebration assembly. • Celebrate sport relief and other national/ regional events. 	DH CA	√	•	√	<ul style="list-style-type: none"> • More chn taking part in competitive sport.

Embed PE and motor skill development through Early Years provision, specifically in F1. <ul style="list-style-type: none"> • CA to deliver part of a staff meeting on PE to show skill development through the key stages from F1-KS2 	JS, CA			•	<ul style="list-style-type: none"> • Staff are confident in teaching PE and are aware of the development from 2yrs onwards.
<ul style="list-style-type: none"> • Tracking and Assessment 			•	√	<ul style="list-style-type: none"> • All children move throughout school with information relating to their progress for the next teacher. Lessons are differentiated according to the chn's level of skill. Chn are aware of their own progression.
Resources/Costs		Impact Evaluation (Who/How/Who reported to?)			
Imoves resources Real P.E resources Transport to competitions Staff CPD		<ul style="list-style-type: none"> • 			

Info to consider for action plans. They should:

- Be responsive working documents
- Be annual with vision for future years
- Provide direction
- Promote effective teaching and learning
- Be targeted to raise attainment
- Identify training needs
- Embed the School Improvement Plan
- Provide value for money

