



Subject Leader Action Plan
2019 - 2020
PARKLAND PRIMARY SCHOOL

Subject	PE	DATE	2020/2021
Subject Leaders	Fiona Ellis and Matt Hackfath		

KEY PRIORITIES	PRIORITY	Why identified as a priority
PRIORITY 1.	<i>Curriculum link (eg development of progressions documents, implementation)</i> Build a culture for PESSPA which promotes wellbeing and inclusion for all.	Educate pupils about the importance of active, healthy lifestyles to regain fitness, engagement and enjoyment lost during lockdown.
PRIORITY 2.	<i>Curriculum delivery (resources, subject knowledge, work samples?)</i> Refinement of tracking and assessment of low ability/SEND/PP pupils.	To allow more pupils to reach age-related targets which also links to the academic curriculum.
PRIORITY 3.	<i>Curriculum delivery (resources, subject knowledge, work samples?)</i> Development of online learning resources and virtual competition.	To allow pupils to gain easy access to PE resources when being home-schooled to support them in being physically active. To continue to provide competitive opportunities for all pupils due to the current climate.

KEY PRIORITY 1

Success Criteria	Actions	Monitoring and Responsibility?	Timescales
Enjoyment when participating in physical activity within the curriculum.	<ul style="list-style-type: none"> Adapt the curriculum to suit the needs of the pupils, (less sports specific based with a heavier focus on fitness and active games to engage. Create KS1 and KS2 PE booklets for off-practical pupils/those with behavioural difficulties/as brain break to keep engaged. Continue to use PE reward system to motivate all pupils and encourage school games values, (teamwork, respect, self-belief, 	<p>FE, MH, HO</p> <p>FE and MH</p>	<p>Autumn 2 - summer 2</p> <p>Autumn 1 - summer 2</p>

Further opportunities for pupils to take part in 60 active minutes per day.	<p>determination, honesty and passion) to promote positive relationships.</p> <ul style="list-style-type: none"> • Dance activities adapted and introduced back into indoor PE curriculum in autumn 2 for KS2, (although topics are not linking to classroom topics as they usually would). Physical development in KS1 indoor PE, incorporating some aspects of gymnastics. • Extra-curricular clubs to improve fitness levels and maximise safe participation in outdoor space. • PE activities at lunch times to engage all pupils in physical activity (dodgeball, playground games, competitions). • Purchase of new PE equipment use PE and Sport funding. 	<p>FE and MH</p> <p>FE, MH, LH and all staff supporting</p> <p>FE</p>	<p>Autumn 1-summer 2</p> <p>Autumn 2-summer 2</p>
Promote leadership and provide pupil voice opportunities.	<ul style="list-style-type: none"> • Recruit and virtually train 4 Wellbeing and 4 Sporting Ambassadors to promote sport, physical activity and wellbeing across the school. • 24 pupils (12 from year 5, 12 from year 6) to be virtually trained as playground leaders to support their year group at lunch times with active play. • Each class in KS2 have a 'wellbeing representative' to provide pupil voice regarding health and wellbeing at wellbeing meetings. 		
Review Comments.			
<p>Spring 2021</p> <p>Action 1:</p> <p>Action 2:</p> <p>Action 3:</p>			
<p>Summer 2021</p> <p>Action 1:</p> <p>Action 2:</p> <p>Action 3:</p>			

KEY PRIORITY 2

Success Criteria	Actions	Who?	Timescales
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<p>Early identification and engagement of pupils working below age-related expectations in PE in KS1</p>	<ul style="list-style-type: none"> • All pupils in KS1 participate in Big Moves as part of indoor PE curriculum and assessed against Big Moves assessment criteria. • Update PE assessments each half term to continue monitor progress of all pupils and highlight those who require intervention. • Update PE checklists to reflect any adaptations to PE curriculum post Covid 19. • Continue to use the 'alternative' PE assessment system to assess identified less-able pupils' physical skills against expectations from the previous year/key stage. • Once identified less-able pupils are making consistent progress against 'alternative' assessment, use PE checklists to bridge gaps towards age-related targets. • Work with KS1 teachers to develop knowledge in addressing physical development issues. • Class teachers to deliver morning/mid-afternoon physical development breaks to improve fine and gross motor skills. • Work with class teachers and SLT to manage physical development interventions. • Share data and documents with SLT/class teachers where applicable. • Through subscription to local sports partnership (LSL SSP), access 6 weeks of in school support. • Through subscription to LSL SSP, have 12 week SPARX extra-curricular in school led by wellbeing coach. • Continued CPD for existing/new staff teaching PE; (opportunities to team teach/observe PE specialists teaching PE. • Undertake learning walks and skills audits to be completed to further inform need for CPD, and areas of strength and for development. • Purchase of digital camera and camcorder through PE and Sport Premium funding to provide video/photographic evidence for bench marking assessment. 	<p>FE</p> <p>FE/MH/LP</p> <p>FE/MH</p> <p>FE</p> <p>FE/MH</p>	<p>Autumn 1</p> <p>Autumn 1-summer 2</p> <p>Spring 1</p> <p>Spring 1/2</p>
<p>Continue to engage pupils identified working below age-related expectations in PE in KS2</p>	<ul style="list-style-type: none"> • Continue to use the 'alternative' PE assessment system to assess identified less-able pupils' physical skills against expectations from the previous year/key stage. • Once identified less-able pupils are making consistent progress against 'alternative' assessment, use PE checklists to bridge gaps towards age-related targets. • Through subscription to LSL SSP, have ENERGISE (low ability)/GALS and LADs (inactive) extra-curricular clubs in school. Led by wellbeing coach/employ external coaches through use of the funding through the subscription. • Access 12 coaching sessions with inclusive coach Mark Beeby through subscription to LSL SSP for SEND pupils. 	<p>FE, MH</p>	<p>Autumn 1-summer2</p>
<p>Review Comments</p>			

Spring 2021

Action 1:

Action 2:

Action 3:

Summer 2021

Action 1:

Action 2:

Action 3:

KEY PRIORITY 3

Success Criteria	Actions	Who?	Timescales
Development of virtual PE resources for home-schooling.	<ul style="list-style-type: none">Plan and record video lessons for warmups, dance, yoga, gymnastics skills, ball skills and games and upload to teams.Upload PE KS1 and KS2 work booklets to teams.Plan and record wellbeing instructional sound bites and upload to teams	FE/MH MH	Autumn1 and 2
Virtual competition	<ul style="list-style-type: none">All pupils to access virtual competition through LSL SSP virtual competition plans, scores recorded and submitted to the Oadby and Wigston league tables.Virtual competitions to be accessed through lunch time play activities	MH MH/FE	Autumn 1 – summer 2

Review Comments.

Spring 2021

Action 1:

Action 2:

Action 3:

Summer 2021

Action 1:

Action 2:

Action 3: