



Position Statement and Action Plan: Physical Education

2021-22



Subject Leaders: Matt Shurlock

| Position Statement / Current Situation | | | |
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| <p>How is PE organized within the curriculum offer at school? Why is it prioritized / arranged in this way?</p> | <p>PE is taught in two hour-long lessons each week. Coverage of concepts aligned to the National Curriculum and EYFS Development Matters guidance are mapped across Long Term Plans which allow for skills and knowledge to be revisited. Medium Term plans for each PE unit are available across KS1 and KS2 to support short term planning and map out how specific teaching of skills fits alongside the main body of lesson delivery. We believe that PE lessons should be active as movement matters at our school. We also believe that the <i>education</i> element of PE is as important as the <i>physical</i>. Our teachers therefore apply much of their pedagogical understanding from their classrooms within their PE lessons. There is a thoughtful and systematic approach to the resourcing throughout the school. We ensure resources (both electronic, physical and facilities) are available to deliver the curriculum.</p> | | |
| <p>What are the current outcomes for pupils in this subject across the school?</p> | <p>EYFS Current assessment data is not held at present due to the impact of Covid-19. However, this is being addressed in the academic year 2021-22.</p> | <p>KS1 Current assessment data is not held at present due to the impact of Covid-19. However, this is being addressed in the academic year 2021-22.</p> | <p>KS2 Current assessment data is not held at present due to the impact of Covid-19. However, this is being addressed in the academic year 2021-22.</p> |
| <p>What are the most recent actions taken to develop this subject within the school? What impact has this had? <small>(i.e. summarise impact of previous year's actions)</small></p> | <ul style="list-style-type: none"> ● CPD delivered to Teaching staff. Fundamentals of PE curriculum delivery agreed, PE Passport explored for better utilisation. ● Tickets to major sporting events used to inspire KS1 and KS2 pupils' interest in a range of sports. ● Post-Covid School Sport recovery plan created and implemented. | | |
| <p>How is subject assessed across the school? What is done where gaps or misconceptions occur?</p> | <ul style="list-style-type: none"> ● AfL within lessons used to feedback to pupils 'in the moment' ● AoL used across lessons and completed at the end of the unit. This data is gathered in order to identify trends and gaps and to inform future planning by the PE Lead and SLT. Teachers' feedback on units helps identify and address misconceptions. ● PE Passport is used largely as a basis for assessments but with some adaptations depending on coverage as we recognise the need to formatively assess what has been taught / covered. | | |
| <p>What are the next steps / key area for development that you think are needed to further develop mathematics moving forward? Why?</p> | <ul style="list-style-type: none"> ● Ensure resources are available to deliver the curriculum well. ● Ensure consistency between Teacher-led lessons and Coach-led lessons. ● Deliver a pilot Strike and Field KS2 project to spark interest in PESSPA through the Spring and Summer term 2022. ● Offer every Year 6 the opportunity to represent the school in inter-school competition if they wish. ● Begin to address the negative impact Covid had on access to swimming, in order to meet the three swimming outcomes for all Year 6 leavers. | | |
| <p>How are staff supported in their professional development in this subject?</p> | <ul style="list-style-type: none"> ● Internal staff coaching – teachers are offered individualised instructional coaching to support overall gains in Teaching and Learning. ● PE CPD – termly and linked to key initiatives e.g. investigation lessons ● CPD for external coaches led by PE lead. ● Attendance at MTSA PE network meetings for subject leads – collaboration with other coordinators in PE. | | |

Action Plan

| Key objective | Action points | Key Personnel | Timescale | Success Criteria | Ongoing commentary Impact on learning |
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| To ensure every phase is well enough resourced to teach effectively. | <ul style="list-style-type: none"> Each teacher to look through their long term PE plan and consider what PE resources they're lacking along with access to appropriate facilities. Place an order of PE resources to ensure teaching can be effective. | Matt Shurlock | Dec 2021 | Staff (teachers and coaches) are confident in teaching and leading PE within their year group and have the resources to support teaching and learning. | Audit complete and some purchases made, within limits of budget. Stores reconfigured to ensure access to kit for staff and effective use of space in stores. |
| To ensure consistency and quality in teaching. | <ul style="list-style-type: none"> Teacher CPD to agree standards of PE curriculum and pedagogy across the school, Coaches CPD to communicate standards of PE curriculum and pedagogy across the school, Lessons watched and feedback given to each teacher/coach regarding their teaching. | Matt Shurlock | 9th June 2022 | All teachers to have feedback given about their PE teaching. This will be personal and include any areas for improvement if required. | |
| Ensure the long term plan is being followed and the PE Passport is being implemented. | <ul style="list-style-type: none"> Observe each year group teaching PE Ask the teachers if the long term plan is being followed and if they'd make any adaptations or changes to length of time whilst covering a strand of learning Ask children what they've been learning and how they learn PE | Matt Shurlock | 9th June 2022 | To find out whether the long term plan is being implemented and/or whether it needs editing. To see the PE Passport being used throughout school. | |
| Encourage teachers to focus on inclusive teaching | <ul style="list-style-type: none"> Communicate the data trends with teachers – explain the national trend for bad PE experiences to damage chances of pupils becoming active adults. | Matt Shurlock | July 2022 | More pupils to achieve the skills and knowledge outcomes in Summer than in Winter term | |
| Launch Strike and Field skills pilot | <ul style="list-style-type: none"> Source additional training for teaching and coaching staff to observe high quality S&F teaching. Ensure staff can teach skills relevant to S&F: <ul style="list-style-type: none"> Locomotor | Matt Shurlock Jonathon Osborne (LCC) Mel Kay (LCC) | April 2022 | Staff confidence with S&F demonstrably better. More pupils to achieve the skills and knowledge outcomes related to S&F units. | |

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| | <ul style="list-style-type: none">o Object manipulationo Implement manipulationo Strategic thinking <ul style="list-style-type: none">● To then deliver the remaining lesson in the unit independently and report back on lessons learnt: organisational; key stage; individual. | | | | |
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