

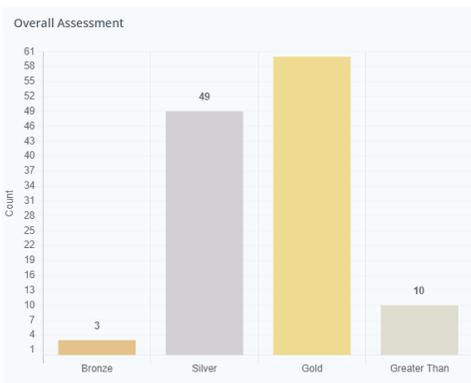
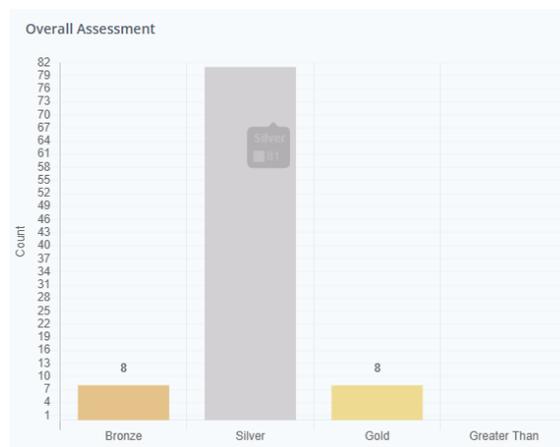


Position Statement and Action Plan: Physical Education 2022-23



Subject Leaders: Matt Shurlock

Position Statement / Current Situation

<p>How is PE organised within the curriculum offer at school?</p> <p>Why is it prioritised / 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. Our curriculum reflects the interests and needs of our community. 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 and knowledge fit 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</p> <p>Current assessment data is not held at present. However, this is being addressed in the academic year 2022-23.</p> <p>EY Outcomes from LC and CS?</p>	<p>KS1</p>  <table border="1" style="font-size: small; margin-top: 5px;"> <caption>KS1 Overall Assessment Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>3</td> </tr> <tr> <td>Silver</td> <td>49</td> </tr> <tr> <td>Gold</td> <td>61</td> </tr> <tr> <td>Greater Than</td> <td>10</td> </tr> </tbody> </table>	Category	Count	Bronze	3	Silver	49	Gold	61	Greater Than	10	<p>KS2</p>  <table border="1" style="font-size: small; margin-top: 5px;"> <caption>KS2 Overall Assessment Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>8</td> </tr> <tr> <td>Silver</td> <td>76</td> </tr> <tr> <td>Gold</td> <td>8</td> </tr> <tr> <td>Greater Than</td> <td>0</td> </tr> </tbody> </table>	Category	Count	Bronze	8	Silver	76	Gold	8	Greater Than	0
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<p>What are the most recent actions taken to develop this subject within the school?</p> <p>What impact has this had?</p> <p><small>(i.e. summarise impact of previous year's actions)</small></p>	<ul style="list-style-type: none"> Major technology update to ensure planning and assessing software functioning. Curriculum reconfigured to better meet the interests and needs of our community New equipment purchased to deliver the revamped curriculum Pilot Strike and Field KS2 project delivered - aimed to spark interest in PESSPA through the Summer & Autumn term 2022. Tickets to major sporting events used to inspire KS1 and KS2 pupils' interest in a range of sports Major <i>Physical Activity</i> promotion with families delivered via social media Club links established with two key <i>School Sports</i> - Cricket & Gymnastics 																						
<p>How is subject assessed across the school?</p> <p>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' - often most effective via instant video replay on ipad 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. 																						

What are the next steps / key area for development that you think are needed to further develop physical education moving forward? Why?	<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. • Offer every Year 6 the opportunity to represent the school in inter-school competition if they wish. • Monitor the negative impact Covid had on access to swimming, in order to meet the three swimming outcomes for all Year 6 leavers.
How are staff supported in their professional development in this subject?	<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 – annually and linked to key initiatives e.g. afl with technology or maximising movement • CPD for external coaches led by PE lead & external provider. • 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
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 2022	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. New equipment facilitating new opportunities in teaching e.g. noodles for net & wall games.
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, • Support for lessons and discussions regarding pedagogy, safety and assessing. 	Matt Shurlock	June 2023	All teachers to have the opportunity to discuss their PE teaching and plan next steps in developing pedagogy.	PE being taught twice a week by T & C (Y4 swimming)
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 • Liaise with teachers to ID support that may be needed to make use of provided planning. • Feedback on each unit requested from teaching staff and pupils. • Ask children what they've been learning and how they learn PE 	Matt Shurlock	Spring II/Summer I 2023	Positive responses from staff and pupils regarding PE in each unit. Adaptions made where improvements can be identified.	Technology update ensure functionality Monitoring use of planning and assessment toolkit.

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	June 2023	More pupils to achieve the skills and knowledge outcomes in Summer than in Winter term	
Launch Athletic skills pilot	<ul style="list-style-type: none"> • Source additional training for teaching and coaching staff to observe high quality Athletic teaching. • Ensure staff can teach skills relevant to Athletics: <ul style="list-style-type: none"> o Locomotor o Object manipulation o Strategic thinking • To then deliver the remaining lesson in the unit independently and report back on lessons learnt: organisational; key stage; individual. 	Matt Shurlock Trafford Athletics Club	June 2023	Staff confidence with Athletics demonstrably better. More pupils to achieve the skills and knowledge outcomes related to Athletics units. Positive impact on performances during Sports Week.	