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| Subject Action Plan: Physical Education |
| Intent | Implementation | Who is responsible? | Timescale | Cost | Evidence of Impact | Monitoring and Evaluation – by whom and how? |
| To ensure that PE lessons provide opportunities to participate and excel in PE and sport | Planning to be shared between CT, DP and sprint PE and sport ltd2 lessons of PE are undertaken each weekUse long term plan to ensure a wide coverage of PE teaching is done throughout the year | Teaching staff and CT (ensuring plans are accessible for CT’s to view) | Ongoing | £ teacher | Children feel they are getting good opportunities to do PEAll teachers to be judged outstanding  | Pupil Voice - CTMonitoring of planning – CT / JALesson Observations –CT & DP |
| The PE curriculum is highly inclusive with lessons designed to meet the needs and interests of all pupils | Lessons are suitably planned and adapted to meet the needs of both high and low ability as well as those with physical problems including obesityEnsure those who don’t find PE enjoyable or too physically demanding- are taking part fully each week  | Teaching staff Teaching staff and CT (recognising whom those children are) | Ongoing | £ teacher | All children in the class are able to access each task with clear differentiation100% attendance in all PE lessons. | Pupil Voice - CTMonitoring of planning – CTSurvey across the school Lesson Observations–CT & DP |
| The PE curriculum is complemented by an outstanding range of sporting activities before, during and after school | A range of clubs to suit the needs and interests of all children are being runAccess to alternative sports to nurture interest and enthusiasm for PE | Teaching staff and outside agenciesTeaching staff and outside agencies | Review end of each termJuly 2019 | Children pay for external agencies £teacher | % of children taking part in clubs before, during and after school is?Providing opportunities for outside agencies to come in and share their sport to encourage interest | Pupil Voice - CTSurvey across the school of participation  |
| To monitor development and use of resources. Maintain good quality equipment. | Resources stored and used effectively. Stock take resources to see what is needed and develop storage | CT – Monitor staff use and question about equipmentAgency – Safety check of gymnastic equipment | Review end of each term | CT – to be shared with DP and rest of staff | Good amount of high quality equipment that is used safely and is safe to use. | CT to stock take at review points throwing away poor equipment. |
| Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years | Confidence and upskilling of teachersA focus on the children who are less active or confident in PEA raise in skill level of individual sports e.g. a focus on throwing and catching rather than the playing of the game.Children to have the knowledge of fitness and health in PE and how it affects mental health and well Being | CT and outside agenciesTeaching staff and outside agenciesCT and outside agenciesCT and outside agencies | Review  | CT – to be shared with DP and rest of staff | Use of CT and Sprint PE to team teachUse of shared planning accessible to all on networkUse of Sprint PE to create well-being PE unit | Pupil Voice - CTMonitoring of planning – CTSurvey across the school Lesson Observations–CT & DP |