

Physical Education action plan	Designated lead(s)
<p><b><u>Curriculum Intent:</u></b></p> <p>A Whole school - redesigned PE overview, to ensure a structured and progressive skills base.  Staff using a Val Sabin planning resource ensures no repetition and a chance for children to build on previous experiences.  The overview now takes into consideration the North Tyneside School Games competitions, and runs alongside these, to maximise the chances for young children to participate in sports activities.  The use of specialist coaches to enhance children's PE learning, leading to an increase in opportunity available to the children.</p> <ul style="list-style-type: none"> <li>· Provide opportunities for our children to take part in a range of competitive, creative and challenge type activities.</li> <li>· To develop our children's self-confidence in a range of physical environments. <ul style="list-style-type: none"> <li>● To promote positive attitudes towards active and healthy lifestyles.</li> <li>● To encourage our children to reflect on their actions in order to improve the quality of their actions, performance or composition.</li> <li>● Provide opportunities for our children to think about what they are doing and make appropriate decisions for themselves.</li> <li>● Provide our children with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.</li> <li>● To provide feedback to our children, involving them in their learning, allowing them to plan how to improve their performance.</li> <li>● Provide an environment for our children to be committed to P.E. and Sport both in and out of school.</li> </ul> </li> </ul>	<p>Coordinator: Dave Anderson</p> <p>Governor responsible: Neil Willis</p>

### Curriculum Implementation:

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils are taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

In Key Stage 2 children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to: Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Curriculum Impact:

Successes this year:

- Outdoor gym installed to provide a full body work out and opportunity for children to add to their minutes of daily exercise.
- Virtual competitions running to replace the physical tournaments due to Covid.
- Extra curricular activities back up and in year group bubbles. All clubs funded by PE sport premium to ensure full capacity of children.
- Main hall and outdoor signage - colourful wall mounted key questions and phrases used in PE to be referred to in lessons.

### Priority Development

From the evaluation - the following targets have been identified for the following academic year:

- Continue to achieve Sainsbury's School Games Gold award. The award has been on hold for the past two years, but we are aiming to achieve the Platinum award, which is achieved by receiving gold standard for 5 continuous years.
- To continue to develop the outdoor spaces to make it interactive and have more physical opportunities at play and lunch times.
- To involve and encourage the less active children. This will be achieved by some funded places being available during extra curricular activities and a range of different physical activities.
- To give teachers the opportunity to improve on their own subject knowledge and receive CPD.
- To attend as many competitions and festivals (virtual and physical when permitted) and maintain the progress in the School Games Medal Table.
- To maximise the use of the outdoor gym - by both children and parent/guardians.
- To gather pupil and parental views about PE and school sport.
- To devise a more efficient way of tracking and evidencing PE at Appletree.

Priority Development	Actions	What will success look like?	Measure	Responsibility	Time	Next steps
Up to date pupil voice	Select schools council/class questionnaire to gain a cross section of children's thoughts about what they like about PE and what we could do to improve.	This will identify areas that children like/do not like and possible reasons why, highlight areas to improve on.	Questionnaire	D. Anderson	Autumn A	School council voice completed WC 4.10. Analyse responses and look to address any issues raised. Share the results with staff.
Increase in subject monitoring	Seesaw updated more regularly from staff so DA can monitor virtually. Ensure staff are sticking more rigidly to the PE overview for their year group.	Regular monitoring will allow DA to identify any gaps in the children's development - and ensure coverage is broad and balanced. Bank of evidence.	Learning walks, subject monitoring remotely.	D Anderson and all staff.	Throughout the year, initial learning walks in Spring A	
Increased level of communication with parents	Update newsletter more often, publish results of PE pupil voice. Promote what we do and update websites more regularly.	Keeping the parents involved and well informed.	Newsletters, twitter, seesaw.	D Anderson	On going throughout the year.	
Up to date/ recent staff questionnaire and audit.	Staff questionnaire asking about PE at Appletree, do they know what to cover, strengths, weaknesses, areas they wish to receive CPD.	CPD areas highlighted for staff to receive		D Anderson		Handed out to staff WC 4.10 Collect in and collate data - update. Courses for CPD booked January 2022.

# Appletree Gardens First School School Development Plan 2021-22



Bank of spare PE kit available in each classroom	Purchase spares and sort into classrooms.	Every child being dressed appropriately and not having to miss out on PE lessons.		D Anderson		Currently coming into school in PE kits - monitor - still have spare stock in classrooms.
Increased number of whole school events	Make best use of local/national/international sporting events	Increased number of days children are joining in with whole school sport	Keep in contact with LA and NTPE department for up coming events.	D Anderson		
Ways of evidencing PE? Recording lessons?	Speak to others at PE network meeting. Working alongside other subject leaders where evidence is hard to gather.	A new 'clips' app to be used, where the teacher will follow a strand in that particular skill development. Clip evidence of 1-2 children progressing including pupil voice.		D Anderson - all staff to upload.	At the end of each unit (half term)	Monitor and evaluate how the clips app is working.