

# The Greneway School

## Physical Education Development Plan 2015/2016

### Leadership and Management Priority 1:

To develop further the school as a learning community  
To develop relationships with partners and school community

- Target 1:**
- 1.1: To consistently improve outcomes for all pupils
  - 1.2: To deliver comprehensive, high quality CPD to develop the skills of all staff and further opportunities for leadership development
  - 1.3: To ensure pupils' SMC development is central to the ethos of the school
  - 1.4: Improve the physical learning environment of the school
  - 1.5: Improve communication with parents/carers

### Success Criteria:

- ✓ All pupils improve their attainment
- ✓ Professional development of all staff enhanced and standards raised
- ✓ Positive feedback from parents/carers who feel informed e.g. Twitter, school blog
- ✓ Develop TEAM and Olympic/Paralympic values supporting SMC
- ✓ Excellent network relationships with RASP, NEHSSP, North Herts Schools' Sport Association, RSAT
- ✓ To develop a culture where everyone cares for the learning environment

Actions	Time scale	Responsibility	Staff Training and development	Impact on Learning and teaching	Costs	Evaluation Process
To audit CPD needs from Performance Appraisal to inform CPD opportunities To develop 'self-directed CPD' opportunities	Oct 2015 onwards	TG PE team	PE in-house CPD ICT team	Professional development of all staff enhanced and standards raised	Minimal In-house	SEF completed by subject leader Pupil /Community/ Parental perceptions
To improve systems and opportunities for parent/carer and school communication	Sept 2014	PE Team	In-House CPD	Online communication opportunities introduced, for example PE and Arts Twitter accounts, Parent Pay system, 'blogs'		
Enhance positive relationships with RSAT, RASP, NEHSSP and North Herts	Ongoing	TG PE Team	PE Team meetings PE Curricular + OSHL programmes SSCo/PLT teamwork	Increased, selected opportunities to enrich and extend 'inclusive excellence'	Travel costs for activities	Surveys PE Team feedback Pupil perceptions Community feedback

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**Teaching and Learning Priority 2:** To ensure the curriculum matches the needs of young people in modern Britain

- Target 2:**
- 2.1: To identify, share and embed outstanding teaching and learning and ensure continuity
  - 2.2: To develop assessment practices in line with national agendas to ensure AfL
  - 2.3: All staff proactively develop pupils' reading, writing, communication and maths skills across the curriculum
  - 2.4: Learning journals used to inform and heighten pupils' awareness of their learning journey

### Success Criteria:

- ✓ Pupils make and apply engaging connections of cross-curricular transferable skills and further develop physical literacy skills
- ✓ All pupils successfully applying new assessment process in KS2
- ✓ Pupils and staff show very good understanding, including all and trying to achieve 'Personal Bests' and team bests through a healthy lifestyle and engaging in T4L dialogue
- ✓ GTHA - all pupils making very good progress and being channelled appropriately through district, regional and national pathways. Pupils receiving support
- ✓ New technologies used to enhance T+L

Actions	Time scale	Responsibility	Staff Training and development	Impact on Learning and teaching	Costs	Evaluation Process
To respond creatively and proactively to educational developments To support teachers to engage with published research to develop expertise	Sept 2015 onwards	TG and all PE teachers	In-house CPD, lesson observations, Coaching/team teaching Regular development slots in staff meeting and curriculum meeting	Pupil learning is enhanced through improved thinking and communication skills and standards of achievement are raised. Pupils and staff feel confident with literacy and learning and are able to apply <b>connections</b> across curriculum areas.	Minimal costs Supply cover for M+E	Agreement trailing at meeting Questioning of pupils Work scrutiny Looking at pupil targets
Further develop physical literacy and creativity opportunities	Sept 15 onwards	Leaders of PE, Music, Drama/Media, Art Creativity - all areas	In-house workshops Sharing of documentation about recent research	Children are physically competent and confident and enjoy learning in, and through, the physical.  Children are determined to achieve creative and physical excellence	No added cost to curriculum budget.  Costed in INSET/management time	Curriculum audits OSL programmes Artsmark Gold criteria
Use talk to question, solve problems, evaluate and develop thinking skills	Sept 2015 onwards	TG PE team	As above	As above	As above	As above
To embed the use of iPad technologies and Google Chromebooks	September 2015	TG PE Team	As above	As above	As above	As above

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**Personal Development, Behaviour and Welfare Priority 3:** To develop pupils as confident, self-assured and self-disciplined learners

- Target 3:**
- 3.1: To celebrate achievement using Lesson Monitor and LJ
  - 3.2: To develop a new tracking system for pupil development, behaviour and welfare
  - 3.3: To develop the House system to extol the virtues of 'TEAM'
  - 3.4: Improve standards of attendance

### Success Criteria:

- ✓ Achievement and Behaviour consistently applied using LM and LJs to celebrate and keep learners and parents informed
- ✓ Use Google Drive to track progress for all and evaluate pupil perceptions
- ✓ All pupils demonstrate a positive attitude to learning and 'live' the TEAM and Olympic/Paralympic Values, embracing opportunities available
- ✓ extension and enrichment opportunities across the PE curriculum
- ✓ Pupils attendance and punctuality is excellent and above average for all groups of children (Attendance = 97% or above)

Key Actions	Time Scales	Responsibility	Staff Training & Development	Impact on Learning and Teaching/Desired Outcomes	Costs	Evaluation Process
Effective differentiation in lessons and use of VEST, VAK and NKLP to focus learners	Sept 14 -	TG and PE Team	In-House CPD	All learners engaged and achieving their PBs	No added cost to curriculum budget.	Curriculum SEFs PE Assessments M/E
Explore and develop extension and enrichment opportunities (curricular + OSL)	Sept 2015	TG and PE Team	In-house workshops	All children are engaged, challenged, safe, healthy and enjoy achieving making a positive contribution.	No added cost to curriculum budget. Costed in MT/Inset	Curriculum SEFs M/E Surveys (Google)
PE team further embed and develop core values (Greneway/2015)	Sept 15 onwards	TG and PE Team	INSET Meetings team Sharing of good practice	Very good engagement from pupils Higher standards of achievement. No dips at point of transference All feel respected and valued and show determination, commitment and friendship	No added cost to curriculum budget.  Costed in INSET/management time	Year Leaders in interview pupils  Questionnaires to pupils/parents/carers
To use 'Lesson Monitor data analysis to support approaches to learning and behaviour To ensure consistent procedures for reporting 'Lesson Monitor' data to parents/carers	Sept 14 onwards	TG and PE Team	In-House CPD Continual use of LM Meeting moderations	Pupils engaged in own learning and their achievements are celebrated using APs and O/P Values	Time	Lesson Monitor updates Moderation Reports Achievement section of LJs Surveys
To introduce strategies to improve attendance and punctuality	Sept 14 onwards	TG and PE Team	Whole school focus	Attendance and punctuality are 97% + leading to greater pupil engagement and progress/achievement	Time	Analyses of SIMS data Surveys Attendance registers

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**'Opening Doors' - Outcomes for Pupils Priority 4:** To raise achievement for all pupils, ensuring every individual makes measureable progress that is good or outstanding whatever their starting point

- Target 4:**
- 4.1: To establish an improving trend of achievement KS2 and KS3
  - 4.2: Staffing structure at KS2 developed to focus more on pupil achievement
  - 4.3: To analyse the impact of our 'Sport Premium'

- Success Criteria:**
- ✓ A consistent use of the Assessment, Recording and Reporting (ARR) policy.
  - ✓ Develop case studies of four year journey (AfPE)
  - ✓ Any 'gaps' between different groups is narrowed
  - ✓ PE curriculum tailored to pupils' needs
  - ✓ HQ PE and School Sport across RASP/RSAT

Actions	Time scale	Responsibility	Staff Training and development	Impact on Learning and teaching	Costs	Evaluation Process
Strengthen AfL tracking and new assessments incl. Use of Sport Premium  Identify Year 5 pupils for 'journey case study'	Sept 2015 onwards	TG All PE teachers RD/TG  TG	In-house CPD, lesson observations, Coaching/team teaching Regular development slots in staff meeting and curriculum meeting	Pupil learning is enhanced and standards of achievement are raised further  Show explicitly impact of HQ PE on attainment/achievement	Minimal costs Supply cover for M+E	Agreement trailing at meeting Questioning of pupils Work scrutiny Looking at pupil targets
To further develop positive collaboration across PE community	Sept 2015 onwards	TG All PE teachers	As above	Pupil learning is enhanced through improved planning and evaluation and standards of achievement are raised.	Minimal costs Supply cover for M+E	As above Liaison PE/SS meetings Moderation AfPE QMD