

# The Greneway School

## PE Development Plan 2016/2017

**Leadership and Management Priority 1:** To develop further the school as a learning 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 the Middle School curriculum and ethos of the school is tailored to meet the learning needs of young people in modern Britain
  - 1.4: Enhance the physical learning environment of the school
  - 1.5: To engage pupils, staff and parents in dialogues to inform leaders and governors strategic planning (for example, changes to reporting learning outcomes)
  - 1.6: To evolve RSAT in line with national MAT developments ensuring efficient and effective provision for the Royston Community

### 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, CRISP Mindset and Olympic/Paralympic values supporting SMC
- ✓ Re-accreditation: AfPE QMD, Artsmark Gold and School Games Gold
- ✓ Excellent network relationships with RASP, NEHSSP, North Herts Schools' Sport Association, RSAT
- ✓ To develop a culture where everyone cares for the learning environment
- ✓ AfPE endorsement of our PE PACE AfL system

Actions	Time scale	Responsibility	Staff Training and development	Impact on Learning and teaching	Costs	Evaluation Process
Implement and develop new PACE Learning Phases (Yr 5/6/7) fits with EDSM Ensure NC Levels still moderated for Yr 8	July 2016 onwards	TG PE team	PE in-house CPD Moderating of phases and steps	Effective AfL ensuring achievement + progress Pupils focused/engaged on learning	Minimal In-house	Pupil attainment SEF completed by subject leader Pupil /Community/ Parental perceptions
Further develop TEAM and CRISP Mindset ethos	Sept 2016 onwards	PE Team	Lessons Assemblies Lesson monitor	More pupils showing CRISP mindset Improved attitude to learning Applying team-working	In house Time	Pupil attitudes Pupil progress SEF Lesson monitor Lesson observations
To audit CPD needs from Performance Appraisal to inform CPD opportunities To develop 'self-directed CPD' opportunities	Oct 2016 onwards	TG PE team	PE in-house CPD	Staff more confident Staff sharing 'best' practice Teaching and learning more focused	Minimal In-house	PA Cycle SEF completed by subject leader Pupil /Community/ Parental perceptions
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 apply and embed assessment practices in line with national agendas to ensure assessment for learning
  - 2.3: All staff proactively develop pupils' reading, writing, communication and maths skills across the curriculum
  - 2.4: All pupils can articulate clearly their learning and understand how to apply 'CRISP' Mindset

### Success Criteria:

- ✓ Pupils make and apply engaging connections of cross-curricular transferable skills and further develop physical literacy skills linked to PACE learning
- ✓ All pupils successfully applying new assessment process in Year 5/6/7
- ✓ Pupils and staff show very good understanding, including all trying to achieve 'Personal Bests' and team bests with a CRISP mindset 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	Sept 2016 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 - focus of P in PACE – Physical	Sept 15 onwards	Leaders of PE, Music, Drama/Media, Art Creativity – all areas	In-house workshops Sharing of documentation about recent research Use of Twitter e.g. PE Geeks Teacher Toolkit	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, AfPE QMD and School Games Gold criteria
Promote the values of PE through @GrenewayPE twitter e.g. TEAM, CRISP, O/P values	Sept 14 onwards	PE Team	Staff meetings, twitter	Shared/celebrating learning in, and through, the physical	Time	Feedback, followers, e.g. AfPE endorsed our PACE AfL
Ensure AfL with PACE underpinned by CRISP mindset	Sept 14 onwards	PE Team	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.		

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## PE Development Plan 2016/2017

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

- Target 3:**
- 3.1: To embed efficient and effective systems which value development of the whole pupil and encourage a CRISP Mindset
  - 3.2: To develop a new tracking system for pupil development, behaviour and welfare
  - 3.3: To promote an open culture to support all aspects of pupil's welfare
  - 3.4: To develop the House system to extol the virtues of 'TEAM'
  - 3.5: Improve standards of attendance (Target = 97%)

**Success Criteria:**

- ✓ Achievement and Behaviour consistently applied using LM and LJs to celebrate and keep learners and parents informed including teamwork, CRISP mindset and PBs
- ✓ Use Google Drive to track progress for all and evaluate pupil perceptions
- ✓ All pupils demonstrate a positive attitude to learning and 'live' the TEAM, CRISP mindset 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
Embed new PACE AfL system underpinned by CRISP mindset and linked to whole school EDSM/SIMS	Sept 14 -	TG and PE Team	PE in-house CPD Moderating of phases and steps	Effective AfL ensuring achievement + progress Pupils focused/engaged on learning Pupils can articulate their achievements, learning and next steps	Minimal In-house	Pupil attainment SEF completed by subject leader Pupil /Community/ Parental perceptions
Explore and develop extension and enrichment opportunities (curricular + OSL)	Sept 2016	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/2016/2017)	Sept 16 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 and CRISP mindset	Time	Lesson Monitor updates Moderation Reports Achievement section of LJs Surveys

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### 'Opening Doors' – Outcomes for Pupils Priority 4:

To raise achievement for all pupils, ensuring every individual makes measureable progress (expected or exceeding against national standards and Programme of Study tracking) irrespective of 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 especially EDSM
- ✓ All pupils confident that they know how to target their future work
- ✓ Pupils develop as independent learners who express their curiosity and take control of their learning
- ✓ 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
- ✓ Exemplar Sport Premium (AfPE)

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 2016 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
Ensure all pupil groups are making expected progress	Sept 2015 -	PE Team	As above	All pupils achieve national expectations All engaged in a healthy lifestyle	Time	Agreement trailing at meeting Questioning of pupils Work scrutiny Looking at pupil targets

