



**Subject/Area: PE**  
**Academic Year 2023-24**

Objective	Success Criteria	Action	Cost/time	Person	Evaluation/ Impact	Next steps
<b>The development of 'School Culture'</b> Aligning the school's aims and principles with key subject concepts.	All staff know, understand and can articulate the core concepts of each subject and how they drive the knowing more and remembering more agenda.  Children can articulate what the subject is, why it is important and its effect on them personally.	<b>To conduct pupil voice to identify whether children can articulate:</b> - Why PE is important - What they are learning in PE - The effect on them personally  <b>To identify where Rosenshine's 10 principles are embedded into the PE learning cycle.</b>	Time to be released from Year 1 and Year 5  Subject lead time	LD and AC		Autumn 2, Week 6 pupil voice
<b>'Humanising' further schemes of work</b> for relevance and appropriateness through cultural capacity, adapting, refining schemes to be the best they can.	Schemes of work are developed further, utilising the best physical and human resources.  Opportunities are provided for children to explore key concepts/knowledge and skills in order to make personal connections and interconnectivity between subjects	<b>To ensure opportunities for all children to access and participate in sports outside of PE lessons to encourage them to lead healthy and active lifestyles throughout and after their school journey.</b>  <b>To consider more opportunities to link PE with other areas of the curriculum.</b>  <b>To celebrate sporting events and achievements in the wider world e.g. Olympics and Play 2 Paris, Rugby World Cup and SHAPES world cup, Rebecca Adlington</b>	Staff attendance  Subject lead time  Subject lead time	LD and AC		Ongoing clubs, competitions and events  Ongoing visitors, competitions and events



<p><b>Knowing More and Remembering More</b> Improving quality first teaching through metacognition, cognition and motivation.</p>	<p>What are you doing that promotes innovation, consistency of approach, adaptations to learning/subject models?</p> <p><b>Explicit instruction</b> (e.g. - the teacher led approaches, clear explanation, modelling, checks for understanding, guided practise)</p> <p><b>Cognitive and metacognitive strategies</b> (how teachers/children plan, monitor and evaluate their own learning, personal attachments, making connections)</p> <p><b>Scaffolding</b> (providing additional resources/ supports/ partially completed examples)</p> <p><b>Assessment</b> (Formative and summative) Checking for understanding. Mini-tests, use of hinge questions for example to check for understanding. Challenging misconception, temporary grouping changes etc.</p> <p><b>Using technology</b></p>	<p>To observe the learning and teaching of PE across school in order to access further action required.</p> <p>To provide additional time for children to practise skills learned in PE lessons to ensure children are knowing more and remembering more.</p> <p>To consider how formative assessment is conducted within PE to ensure children are knowing more and remembering more.</p>	<p>Subject lead time</p> <p>Funds from friends of Bradshaw Hall</p> <p>Subject lead time</p>	<p>LD and AC</p>		<p>Order and putting place active lunchtimes</p>
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Done  
Ongoing  
To do