



Harehills Action Plan for Physical Education (HAPPE) 2018 – 2019



PE Subject Leader: Alec Waddington
SLT Link: Martin Ruddy

| Key indicator | Specific objective | Actions (processes) | When | Who Funding/expected costs |
|--|--|--|---|----------------------------|
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | Source tool to evidence physical activity of a selected sample of pupils | <ul style="list-style-type: none"> • Use Heat Map or other relevant tool to monitor • Decide criteria for the selected samples | Autumn 2 | |
| | Timetable Real Play as part of our Physical Activity diet within school | <ul style="list-style-type: none"> • Meet GPS to discuss how this will be implemented • Identify key staff to drive the Real Play project to attend training • Key staff to undergo Real PE training • Real Play project starts • Case study is produced and launched on the website | Autumn 2 week 2 5 th Feb 2018 Spring 2 13 th &20 th March Spring 2 End of Summer 1 | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | A baseline assessment for pupil achievement in PE is undertaken | <ul style="list-style-type: none"> • Establish login details for each member of staff on Jasmine • Establish time with HT for whole school demonstration of Jasmine and completing the PE baseline assessment. Provide deadline for CT's to upload them by. • Design an exemplar completed assessment to share with staff alongside instructions for downloading assessment to support | November 2018 January 2019 | |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | A baseline assessment for teaching PE is undertaken | <ul style="list-style-type: none"> • Plan two year journey of Real Legacy scheme with Area Consultant • Email GPS surrounding Real Leaders and book delegate for the 6th June • Draft learning conversation questions suitable for learners across the school • Conduct learning conversations summarise into qualitative data surrounding pupil perspective of current provision for PE across the school • Monitor PE Lessons for XYZ e.g. use of Jamine, starter, pace, multi skills, etc. E.g CT's monitor one | Autumn 2 week 2 Autumn 2 Week 3 Spring 1 week 1 Spring 1 week 2 Spring 2 | |

| | | | | |
|--|--|--|--|--|
| | | another which is timetabled. Use learning nutrition document as part of this process. | | |
| | Multi-skills from the Real PE scheme are implemented in all PE lessons | <ul style="list-style-type: none"> Re- Do learning conversations summarise into qualitative data surrounding pupil perspective of current provision for PE across the school; contrast and measure impact. | Summer 2 | |
| | A PE squad is established and meet regularly to review strategic direction/ progress of REAL PE, REAL Play, REAL Gym, REAL Leaders. | <ul style="list-style-type: none"> A team is established dedicated to the improvement of PE Teamwork across the school supports the improvement of the quality of L&T in PE | TBC | |
| | PE Assistant role is further developed to enhance teaching within PE lessons and other physical activities | <ul style="list-style-type: none"> Meet every half term to discuss clubs, and role (investigate feasibility of him leading KS1 after school club) Discuss avenues for continuing professional development Monitor delivery of PE Assistant's teaching Monitor delivery of PE Assistant's school club | Last Thursday of each half term See above Autumn 2/spring 1 Spring 2/summer 2 | |
| | | | | |
| | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils – aiming towards School Games Silver Award 'Gold Award criteria' | <ul style="list-style-type: none"> Opportunity for at least one (two) personal best challenge for all KS2 pupils. Launch Personal Best Challenge in assembly Create template for teachers to use in PE lessons | Summer 1 | |
| | Intra-school competitions in six (eight) different sports throughout 2018-19. | <ul style="list-style-type: none"> Audit what provision there is for competitive sports within UKS2 Liaise with school council and pupil voice within class to help shape opportunities for competitive sport Record pupil participation Put news onto school website | Spring 1 | |
| | Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity 10% = 36 KS2 pupils 15% 52 KS2 pupils | <ul style="list-style-type: none"> Create Leader's Squad of 45 pupils Plan Sports Day events for all year groups <p>Model the events to all leaders and assign roles</p> | Summer 2 | |
| | Engage students in the planning and development of School Games activity through student voice. | <ul style="list-style-type: none"> Meet student council Create class survey | Spring 1 | |

| | | | | |
|--|---|---|---------------------|--|
| | Have active links with at least three (five) local community and pathways sport/physical activity and leisure providers | <ul style="list-style-type: none"> • Continue Leeds Rhinos and Leeds Active Schools | Throughout the year | |
| | | | | |
| Key indicator 5: Increased participation in competitive sport | Inter-school competitions in 4(six) different sports throughout 2018-19 Including 2 'b' teams (three) | <ul style="list-style-type: none"> • Map out opportunities for competitions throughout the year, arranging staff with as much notice as possible. • Book minibuses • Record pupil participation • Put news onto school website <ul style="list-style-type: none"> ➤ Ring Gail, book in Real Leader training on 6th June, find out amount of places. ➤ Add all staff to Jasmine | Autumn 2 | |