

**ROOKS NEST ACADEMY  
PE ACTION PLAN 2023/2024**

TARGET	TIMESCALE	STRATEGY / ACTION	PEOPLE RESPONSIBLE	SUCCESS CRITERIA	REVIEW
<p>1. To ensure assessment strategy from age 2-11 is thoroughly embedded and continuing to be used accurately throughout the academy and that LA children are being targeted with interventions by elite coaching staff.</p> <p>- Ensure FS children (nursery and reception 2-5) are being targeted by early PE interventions.</p>	Ongoing throughout the year	<p>SM ensure all teachers are using and completing the assessment tools half termly and that ELG relating to PE are being completed and tracked half termly.</p> <p>SM to assess PE assessments and ELG at the end of Autumn, Spring and Summer and alter interventions groups accordingly.</p> <p>Staff to support half hour interventions and learn how to run the PE interventions thereby making the strategy sustainable.</p> <p>SM to ensure that FS children are partaking in early interventions to ensure progress.</p> <p>SM to ensure that children with SEN are partaking in and being supported in interventions where applicable</p>	<p>SM and class teachers</p> <p>Elite coaching staff</p> <p>TA's from different phases</p>	<p>All class teachers use the assessment criteria</p> <p>SM to assess data at the end of every term and sort PE interventions accordingly</p> <p>Children who are identified are tracked via assessment and make accelerated progress.</p>	End of each H/T
<p>2. To provide children with a weekly outdoor learning ('forest schools') experience through links with elite coaching.</p>	Ongoing throughout the year	<p>Children to understand the benefits of outdoor learning through using tools and environments alien to them.</p>	<p>SM Whole academy John (forest schools)</p>	<p>Children to complete simple feedback questionnaire providing their thoughts on the outdoor learning.</p>	End of each H/T

<p>Ensure that school and classroom environments reflect Outdoor learning and that all children are participating.</p>		<p>Children to begin to take ownership and responsibility roles during forest schools lessons.</p> <p>Teachers and TA's to begin to lead sessions with support from John. 1<sup>st</sup> session teacher/TA to watch the session, then 2<sup>nd</sup> session teacher/TA to repeat the session. Thus ensuring sustainability.</p> <p>Pupil premium children to have the opportunity for extra forest school children to build their self-confidence, communication and collaboration skills.</p> <p>Are children participating in Forest Schools outside of 'Forest School' sessions. Does school environment reflect this?</p>		<p>Staff at RNA to begin leading their own forest school lessons</p>	
<p>3. To provide staff with vocabulary relating to the different areas of PE, enabling staff to teach pupils correct explicit language relating to concepts, principles, strategies and tactics within physical Education. Ensure that this is reflected in school environment around class room and displays. Are FS adults using correct vocabulary with young children to give them the</p>	<p>To be completed for staff to use by the end of Autumn 1 (including half term)</p>	<p>Children to gain access to a higher level of PE vocabulary, including foundation stage children getting the best possible start through using a range of PE vocabulary</p> <p>Staff to refer to knowledge organisers for support with this vocab</p>	<p>SM</p>	<p>Staff to feedback on the knowledge organisers</p> <p>Questions on pupil voice relating to the vocabulary.</p>	<p>End of Autumn 2</p>

best possible start in physical education and does the continuous provision reflect and support this?					
4. To maintain Sainsbury's School Games Gold Kitemark	Ongoing throughout the year	To work towards achieving the Gold kitemark for a third year running.	SM Whole academy	Gold kitemark achieved	End of year