

Westvale Primary School PE Subject Leader Action Plan 2024-25

Focus: To further develop strategies to improve retention of knowledge within the curriculum. 'Remember and know more'

Action	Lead/s	When	Cost	Monitoring	Success Criteria (Impact)
<p>RETRIEVAL PRACTICE STRENGTHEN MEMORY RETENTION AND BOOST LEARNING</p> <p>RETRIEVAL PRACTICE Recall Learned Information From Memory Retrieval practice is the opportunity where learned information is recalled from memory. The act of retrieving information boosts learning as we are challenged to think about what we know. This process not only demonstrates our knowledge but strengthens our memory over time. We would like to think that the more we have learned something, it stays with us longer. However, research by cognitive psychologist Robert Bjork shows that unless we retrieve it from long-term memory from time to time, we tend to forget what we have learned. Another notable memory phenomenon is memory. Bjork's concept of desirable difficulties highlights the challenges during retrieval practice on how learning becomes more robust when learners try to recall what they have learned instead of rote repetition and can be used as a function for further learning.</p> <p>AN IMPORTANT LEARNING STRATEGY Keep retrieval practice low-stakes The most effective retrieval practice involves regular low-stakes retrieval practice conducted by students regularly with minimal support, educator and author Tom Sherrington recommends the following response when applying retrieval practice regularly with students: <ul style="list-style-type: none"> Involve all students in the retrieval process. Make checking answers accurate and easy. Specify the knowledge, keep it generalizable. Vary the diet, mix up low-stakes strategies. Ensure it is time and workload efficient. </p> <p>SPACE AND INTERLEAVE PRACTICE Create conditions to optimize retention Spaced and interleaved learning are powerful learning strategies that enhance memory retention and strengthen learning. Spaced practice involves spreading out study sessions over time rather than cramming information, thereby increasing the effort needed to re-encode material, which improves the durability of learning. On the other hand, interleaving involves studying different topics of learning, such as switching between subjects or problem types. This approach helps students work out which and apply the correct strategies, enhancing their ability to discern subtle differences between different types of information. Both strategies encourage active engagement with the material, leading to deeper and more robust learning outcomes.</p> <p>USE LOW-STAKES QUIZZES Vary Quiz Types Question formats include students in assessing their grasp of newly learned material, highlighting strengths and areas for improvement. Relying solely on traditional self-assessment of knowledge. Doing quizzes immediately after a lesson and revisiting the content regularly throughout the year enhances learning. Try simple peer quizzes or video quizzes (showing outstanding mini whiteboards). Try tech tools such as MANGO (using Quizlet) to get more nuanced data on all students.</p> <p>IMPLEMENT FREE RECALL Combine With Self-Explaining Free recall (or blank mind) involves asking students to write down everything they remember relevant to your question for the topic. Subsequently, you can ask students to compare their work to yours in their own words. This self-explaining process involves students pulling information from memory and putting it into words a simple reminder. During this time, students generate their own interpretation of the material and make relevant connections between ideas.</p> <p>ASK 'WHY' AND 'HOW' Use Elaborative Interrogation Elaborative interrogation involves asking students to generate 'how' and 'why' questions following learning. After formulating these questions, students explore potential answers that bring to light cause-and-effect relationships. For example, when studying the effects of light on photosynthesis, they ask 'why does the plant need light?' and 'why does it need water?' This engages students in the learning process, fostering a deeper understanding of the content.</p> <p>VISUALISE & MAKE LINKS Teach with Graphic Organisers Concept mapping involves visually representing the relationships between concepts. The typical concept map includes two or more concepts, a relational descriptor and one or more directional arrows. By creating the map, learners form concrete associations. Concept maps help students assess their knowledge, identify gaps, and make important relationships. Develop students' understanding of the learning process. Students should make maps in a quiet, distraction-free environment before checking their answers.</p> <p>ENVIRONMENT AND ATTENTION To ensure something new sticks, we must first pay attention to it. Attention brings information from the environment into WM.</p> <p>WORKING MEMORY The working memory is limited. If it's overloaded with too much information at once, successful learning will not take place.</p> <p>LONG-TERM MEMORY Students build networks of knowledge (schemas) in LTM as they select, organize and integrate new information.</p> <p>LEARNING AND REMEMBERING Students need to be reminded multiple times and practice repeatedly to develop a strong ability and solid mental models.</p> <p><small>POSTER Designed by Annie Clark (@catteducator) https://www.instagram.com/catteducator/</small></p> <ul style="list-style-type: none"> To complete Walk-Thru training for retention strategies. MTP to ensure that there are retention activities embedded – prior knowledge and vocabulary. To ensure assessments are fit for purpose and allow children to show what they know. Activation of prior knowledge to take place at the start of the unit. Lesson questions for the current unit to be placed up on the working wall so children can recall information as they move through the unit. 	<p>DC</p>	<p>Staff meeting</p> <p>SL support during SL time.</p>		<p>To use pupil voice to assess retention of knowledge and vocabulary across the PE curriculum.</p> <p>Learning walks during PE sessions.</p>	<ul style="list-style-type: none"> Children demonstrate greater retention of knowledge and articulate knowledge with clarity. Children use key vocabulary to articulate their understanding. All planning evidences provision for retention of knowledge. Consistency of approach demonstrated.

<p>Evaluation of impact on learning</p>	<p style="text-align: center;">Autumn Term</p> <ul style="list-style-type: none"> • All staff using GS4PE • All staff recording assessments • Pupils able to use vocabulary and discuss objectives they have been taught in PE • 34% WT • 60% ARE • 6.4% GD 	<p style="text-align: center;">Spring Term</p>	<p style="text-align: center;">Summer Term</p>
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Focus: to raise the profile of physical activity and sport beyond the curriculum					
Action	Lead/s	When	Cost	Monitoring	Success Criteria (Impact)
Promote 60 Active Minutes: daily mile, movement breaks, lunchtime clubs	DC	Au2. Staff meeting roll-out.	Free	Pupil Voice Activity tracker Timetables	- Whole school physically active for 30mins (additional) in-school daily
Promote inclusive physical activity and sport for all through inclusive lessons for SEND and gender, and entering KSSP 'SEND' and 'girls' specific' competition.	DC	Ongoing	Inc. In KSSP	Pupil voice Learning walks Sports club registers Comp. Entry forms	- Balance of boys and girls attending sports clubs -
Development of inter and intra school sport	DC	Ongoing	Free/Incin KSSP	Inter school comp. Timetable	
Raise the profile of PE/Sport and Physical activity throughout the school	DC	Ongoing	Free	Social media, newsletters, notice board	- Raised profile, more pupils partaking in physical activity/sport.
Conduct pupil voice related to sport/physical activity engagement	DC	Ongoing	Free	Questionnaire, PE ambassadors, focus groups	- Implement feedback from questionnaires, ensure curriculum adapts to engage learners.
Submit School Games Mark application	DC	Su1	Free		
Buy SLA with Gymfinity: CPD sessions and after school club led by British Gymnastics coach	DC	SP1-SP2	£3237	Attendance registers, drop-in focus, feedback from staff	- Staff become confident teaching gymnastics. - More children participating in ASC

<p>Evaluation of impact on learning</p>	<p style="text-align: center;">Autumn Term</p> <ul style="list-style-type: none"> - Star Swimming group popular at lunchtimes, with 75mins of activity provided for a range of classes on a rota basis - KSSP competitions entered, with some success. - SLA bought for gymnastics CPD and after school club, club is full for Y2/3 pupils with a waiting list. 	<p style="text-align: center;">Spring Term</p> <ul style="list-style-type: none"> - SLA bought for gymnastics CPD and after school club, club is at capacity for Y4/5 pupils with a waiting list. - Stock purchased for inclusive PE sessions, sporting competition practice and opportunities for physical activity for wrap around care 	<p style="text-align: center;">Summer Term</p>
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Focus: To raise attainment in KS2 swimming					
Action	Lead/s	When	Cost	Monitoring	Success Criteria (Impact)
<p>Purchase SLA between Westvale and Volair, booking intensive UKS2 swimming sessions rather than whole KS2.</p> <p>Provide an additional swimming coach to offer two coaches in the pool.</p> <p>CPD to improve the knowledge and confidence of KS2 staff to be able to teach swimming and water safety.</p> <p>Y6 top-up swimming intervention to provide additional sessions for children to reach the minimum standard of 25m.</p>	DC	<p>AU1</p> <p>AU2/SP1/SP2/SU1</p> <p>AU2</p> <p>SU1</p>	<p>£22ph</p> <p>Circa £150</p>		<ul style="list-style-type: none"> - Intensive swimming blocks, 2x10days for Y5 and Y6 will show +ve increase in pupils achieving 25m threshold. - Greater number of children progressing through swimming curriculum - Staff will be able to positively assist with swimming, demonstrating and refining specific strokes of pupils - Increase of number of pupils reaching 25m min. level

Evaluation of impact on learning	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> - Y6 swam and a few pupils have already met the 25m standard - Additional swim coach bought for Spring sessions 		

Focus: To raise attainment across the PE curriculum

Action	Lead/s	When	Cost	Monitoring	Success Criteria (Impact)
Resubscribe to annual GetSet4PE planning scheme: <ul style="list-style-type: none"> - CPD led by DC to class teachers, showing how to utilise the site, access planning, access resources, how to utilise resources in the lesson inc. ICT resources 	DC	AU1	£540	<ul style="list-style-type: none"> - Learning walks - Pupil Voice - Staff voice 	Greater number of pupils achieving ARE/+. Sequenced lessons. Confident staff delivering sessions. Engaged pupils in all lessons.
Provide opportunities for staff CPD from external providers		Ongoing	Free	<ul style="list-style-type: none"> - Staff voice 	Confident staff when delivering PE sessions. Greater understanding of PE curriculum and its delivery.
Team teaching with St Helen's Rugby League coaches (through KSSP partnership)		AU1/2	Free	<ul style="list-style-type: none"> - Pupil Voice - Staff voice 	High quality sessions delivered by Saints, increased engagement

<p>Conduct staff audit of skills to indicate CPD planning</p> <p>Purchase and replenish high-quality resources to ensure PE curriculum can be fully implemented</p>		<p>AU/Sp/Su</p> <p>AU/Sp/Su</p>	<p>Free</p> <p>£1999.88</p>		<p>and development of skills</p> <p>Staff to identify areas of priority in terms of CPD in relation to the curriculum map for their class.</p>
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<p>Evaluation of impact on learning</p>	<p style="text-align: center;">Autumn Term</p> <p>KG attended FA Primary Teachers CPD.</p> <ul style="list-style-type: none"> • All staff using GS4PE • All staff recording assessments • Pupils able to use vocabulary and discuss objectives they have been taught in PE • 34% WT • 60% ARE • 6.4% GD • Good level of stock • St Helen’s CPD effective for Y4 • DC to complete LTA training for £250 worth of tennis equipment 	<p style="text-align: center;">Spring Term</p> <ul style="list-style-type: none"> - Stock purchased for inclusive PE sessions, sporting competition practice and opportunities for physical activity for wrap around care 	<p style="text-align: center;">Summer Term</p>
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