

St. Bernadette's Catholic Primary School
SIP 2020 - 2021

Subject/ Area: Foundation subjects.

Area for development: To develop the planning and delivery of computing, music and PE lessons across the school, raising standards in these areas.

Rationale:

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
September	<ul style="list-style-type: none"> • Review scheme of work for P.E • Create curriculum map for P.E to illustrate which aspects of P.E are covered at which points in the academic year. • Create skills organiser for Gymnastics and share with staff. • Review policy for P.E, music and ICT • Review computing planning and share skills progression with staff 	<ul style="list-style-type: none"> • A Markham Jones • A Markham Jones and A Hulse. 	<ul style="list-style-type: none"> • Staff have a clear understanding of the subject matter they are required to teach in each half term. • Staff recognise how the skills in Gymnastics are developed across a unit of work and from one year band to the next. • Raised expectations and outcomes for all pupils. • Staff are fully aware of new expectations with computing and are confident in the delivery of the scheme of work. 		
October	<ul style="list-style-type: none"> • Training provided for all staff on the development of gymnastic skills. • P.E subject lead , works alongside staff to deliver gymnastic lessons to demonstrate development of key skills. 	<ul style="list-style-type: none"> • A Markham Jones 	<ul style="list-style-type: none"> • Gymnastic lessons are planned and sequenced effectively to ensure skills are developed across lessons and year bands. 	2 days cover.	
November	<ul style="list-style-type: none"> • Records created for gymnastics which focus on acquisition of key skills. • Examples of gymnastic skills added to school website. • Records created for computing which focus on 	<ul style="list-style-type: none"> • A Markham Jones • A Hulse 	<ul style="list-style-type: none"> • Profile for gymnastics is raised across the school. • Pupil records reflect the ability of each child in school. They are accurate and concise and illustrate pupils' skills in this area of the curriculum. • Records reflect pupil achievement 		

	acquisition of key skills		in computing		
December					
Termly Review					

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Subject/ Area:

Area for development:

Rationale:

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
January	<ul style="list-style-type: none"> • Create skills organiser for dance and share with staff. • Review music scheme of work and align with new timetable. • Training for staff on use of charanga. 	<ul style="list-style-type: none"> • A. Markham Jones • Music service 	<ul style="list-style-type: none"> • Staff recognise how the skills in Gymnastics are developed across a unit of work and from one year band to the next • Staff are confident teaching the music curriculum and have practical ideas that can be implemented in the classroom 	£700 for two days	
February	<ul style="list-style-type: none"> • Training provided for all staff on the development of dance skills. • P.E lead works alongside staff to deliver dance lessons to demonstrate development of key skills. 	<ul style="list-style-type: none"> • A. Markham Jones 	<ul style="list-style-type: none"> • Dance lessons are planned and sequenced effectively to ensure skills are developed across lessons and year bands. • Raised expectations and outcomes for all pupils. 	2 days cover.	
	<ul style="list-style-type: none"> • Records created for dance 	<ul style="list-style-type: none"> • Music service 	<ul style="list-style-type: none"> • Profile for dance is raised 		

March	<ul style="list-style-type: none"> which focus on development of key skills. • Training for staff on planning an effective music lesson. 		<ul style="list-style-type: none"> across the school. • Pupil records reflect the ability of each child in school. They are accurate and concise and illustrate pupils' skills in this area of the curriculum. 		
April	<ul style="list-style-type: none"> • Review dance and gymnastic lessons in specified year bands and provide feedback to staff 	<ul style="list-style-type: none"> • A Markham Jones 	<ul style="list-style-type: none"> • Standards of dance and gymnastics provision monitored by subject lead and support provided where needed. 		
Termly Review					

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Subject/ Area:

Area for development:

Rationale:

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
May	<ul style="list-style-type: none"> • Examples of dance skills added to school website. 	<ul style="list-style-type: none"> • A Markham Jones 	<ul style="list-style-type: none"> • Profile for dance is raised across the school. 		
June	<ul style="list-style-type: none"> • Computing lead and PE lead meet with curriculum committee to share outcomes for academic year 	<ul style="list-style-type: none"> • A Markham Jones • A Hulse 	<ul style="list-style-type: none"> • Governors are informed of curriculum development in computing and P.E 		

July					
Termly Review					