



**Harewood Junior School
SDP Curriculum action plan
review for P.E 2019/20**

PRIORITY:

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- **Following results of NCMP last year, the following objectives are high priority:**
- Increase physical activity for all pupils, particularly those identified as a concern.
- Continue to embed understanding of importance of leading a healthy, active lifestyle and the impact of physical education on mental health.
- Continue to increase opportunities for daily physical activity, including active play at lunchtimes.

SUCCESS CRITERIA:

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- Increase opportunities for children to participate in extra-curricular clubs which involve physical activity.
- Continue to invest in opportunities to increase participation in active play at lunchtimes and break times
- Continue to develop the school ethos around the importance of living a healthy, active lifestyle.
- Develop the 'Daily Mile' to engage all of our children and foster enjoyment for being active.
- Increase opportunities for daily physical activity.

Funding Arrangements and major spend known at time of writing:

<u>Income:</u>	<u>Expenses</u>	
November 2019 = £11,206	Montague sport, Curriculum development and CPD	£4293.75
+ May = £8004	Gloucester Primary Sports (inter-school leagues and tournaments)	£145
	Five Star Movers and Sports provision through Just Camps	£2400
	Supply cost for participation in events	£540
	Supply cost for monitoring and analysis	£360
	Health and wellbeing resources for playground (including equipment)	£1221.24
Roll over from previous year to combine towards project = £11,713	Use of funding for JT playtime cover	£2200
Total Remaining to roll over to combine towards project = £19,764	Total	£11,159.99

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress and impact comments
Staff CPD needs and opportunity	<p>*Annual audit of staff strengths and weaknesses</p> <p>*Overview of questionnaire/staff conferencing to identify specific areas which majority of staff lack confidence in.</p>	NS	<p>Autumn 2019</p> <p>Autumn 2019</p>	<p>Questionnaire/ discussions = free</p> <p>P.E. coordinator time to analyse.</p>	<p>Questionnaire/ staff conferencing.</p> <p>P.E coordinator to overview and monitor areas of need.</p>	<p>Audit showed staff felt they would benefit from a refresher in skills suitable for rugby lessons and athletics.</p> <p>Audit also highlighted that staff would benefit from ideas of ways to incorporate short fitness sessions into class routine.</p> <p>Some staff still lacking confidence in gymnastics, particularly staff who were not at Harewood for previous gymnastics CPD.</p> <p>Repeat this next year.</p>
	<p>*Organise for lead teachers or coaches to work alongside staff to develop confidence.</p>	NS, JB and AM	Ongoing throughout 2019/20 academic year.	Package through Montague Up to £	Questionnaires/discussions with staff involved to establish effectiveness and impact.	<p>Montague Sports booked to provide CPD training of at least 3 sessions for each class teacher during the academic year.</p> <p>Due to partial school closure as a result of the Covid-19 Pandemic, this was not fully achieved. Not all class teachers received their 3 sessions of CPD.</p> <p>However, during partial school closure, coaches who were initially booked to deliver a fitness programme to our vulnerable groups, and teacher CPD supported the school to deliver high quality physical education lessons to our vulnerable and key worker children. The coaches delivered these sessions with professionalism and catered for the health and safety restrictions perfectly. The children showed great enthusiasm for these sessions and it was clear that they looked forward to them. One child commented</p>

						<p>that it was the ‘highlight of my week.’ They were inclusive, inspiring, and most importantly they were fun for the children. Due to the physical and mental health concerns of our children during these challenging times (for this group of children particularly), we know how important these sessions were. Not only did our children really benefit from their sessions, but they also provided staff CPD and ideas for how to adapt physical education lessons due to current restrictions.</p> <p>When school reopened to year 6 and other children were invited back for a week, both of these sessions continued to provide high-quality, inspirational and engaging sessions for our children in addition to teacher CPD.</p> <p>We will continue to use the expertise of these coaches to provided staff CPD and a focus on physical and mental health and wellbeing during this academic year.</p> <p>Repeat this objective next year.</p>
	<p>*Staff meeting time/inset training to provide further training or for staff who have been involved in working with coaches/lead teachers to roll out their training to other staff.</p>	<p>NS, JB and AM</p>	<p>By the end of the academic year.</p>	<p>Staff meeting/inset time.</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Due to partial school closure as a result of the Covid-19 Pandemic, this was not fully achieved. Staff meeting time that was allocated to allow staff to share their CPD was during partial closure and our staff meetings were virtual. Although we discussed elements of physical education, we were not able to share examples of activities and good practice in the same way.</p> <p>Repeat this objective next year.</p>

	<p>* PE coordinators to monitor effectiveness of PE teaching across all year groups and support colleagues as needed.</p>	<p>NS, JB and AM</p>	<p>Ongoing throughout 2019/20 academic year.</p>	<p>Release time for P.E coordinator.</p>	<p>P.E coordinator to observe, feedback and work alongside staff in order to improve the quality o P.E across the school.</p>	<p>Due to partial school closure as a result of the Covid-19 Pandemic, this was not fully achieved. Subject leader release time that was scheduled for Spring and Summer Term did not happen due to partial school closure.</p> <p>PE subject leader was still able to monitor provision of physical education in each year group, as well as sharing key skills and updated policy with colleagues. In light of partial school closure and catch-up programmes, PE lead was also able to share priorities for the subject this academic year. This included changes in light of restrictions in place due to Covid-19 pandemic.</p> <p>Repeat this objective next year.</p>
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	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Increased opportunities for participation in physical activity	<p>*Annual whole school audit of participation at present.</p> <p>*Annual whole school audit of participation at the end of the year as a comparison.</p>	NS	Autumn 2019/Autumn 2020	Questionnaires and pupil conferences. Free. . Cost of staff time to analyse.	End of year audit to monitor improvements.	<p><u>Based on participation in extra-curricular clubs in 2018-19 academic year (starting point for this year) =</u></p> <p>- 2016 intake (y6 2019/20) = 82% - 2017 intake (y5 2019/20) = 65% -2018 intake (y4 2019/20) = 65% -2019 intake (y3 19/20) = unknown</p> <p><i>Data collected from whole school tracker and class audit questionnaires.</i></p> <p><i>Includes range of weekly sports clubs, after school sports activity events and children</i></p> <p>Due to Covid-19 pandemic and partial school closure, many of our sports clubs were not offered this year. All of the clubs that are usually on offer during the Spring and Summer Term were not able to be run due to partial school closure. Due to this, an audit of participation is not comparable.</p>
	<p>*Vulnerable groups audit of participation at present.</p> <p>*Vulnerable groups audit of participation at the end of the year.</p>	AM, RW and JT	Autumn 2019/Autumn 2020	Questionnaires and pupil conferences. Free. Cost of staff time to analyse.	End of year audit to monitor improvements.	<p><u>End of year audit for 2018/19 academic year for vulnerable children, as identified by whole school tracker. = starting point for this year.</u></p> <p>- 2016 intake (y6 2019/20) = 76% - 2017 intake (y5 2019/20) = 73% -2018 intake (y4 2019/20) = 69% -2019 intake (y3 19/20) = unknown</p> <p>Due to Covid-19 pandemic and partial school closure, many of our sports clubs were not offered this year. All of the clubs that are usually on offer during the Spring and Summer Term were not able to be run due to partial school closure. Due to this, an</p>

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*Use tracker system to monitor pupil participation in sports clubs.	AM, RW, JT, NS, JB	Ongoing	Free.	End of year audit to monitor improvements.	<p><u>Based on participation in extra-curricular clubs in 2018-19 academic year (starting point for this year) =</u></p> <ul style="list-style-type: none"> - 2016 intake (y6 2019/20) = 82% - 2017 intake (y5 2019/20) = 65% -2018 intake (y4 2019/20) = 65% -2019 intake (y3 19/20) = unknown <p><i>Data collected from whole school tracker and class audit questionnaires.</i></p> <p><i>Includes range of weekly sports clubs, after school sports activity events and children</i></p> <p>Due to Covid-19 pandemic and partial school closure, many of our sports clubs were not offered this year. All of the clubs that are usually on offer during the Spring and Summer Term were not able to be run due to partial school closure. Due to this, an audit of participation is not comparable.</p>	
<p>*Audit of pupil interests and which clubs they would like to participate in.</p> <p>*Organise clubs to cater for needs.</p>	NS, JB and KH	Autumn 2019 Ongoing	Questionnaires and pupil conferences. Free. Cost of staff time to analyse Student council discussions.	End of year audit to monitor improvements.	Audit completed with Sports Council and their feedback from discussions with their class. This showed children were keen to participate in sports clubs, particularly netball, rugby, football and rounders, which are usually on offer many of our children all during the year anyway. Other clubs that children showed an interest in were running and athletics club, dance clubs and gymnastics club.	

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	*Five Star Movers (or equivalent) to target identified vulnerable groups.	AM and NS	Spring 2020		End of year audit and discussions with children,	<p>This was booked for 8 weeks during the summer term. However, due to Covid-19 pandemic and partial school closure this was not run in the way that was intended.</p> <p>However, during partial school closure, the coach who was initially booked to deliver this fitness programme to our vulnerable groups, supported the school to deliver high quality physical education lessons. Initially this involved delivering a weekly lesson to all of our vulnerable and key worker children. The children showed great enthusiasm for these sessions and it was clear that they looked forward to them. One child commented that it was the 'highlight of my week.' They were inclusive, inspiring, and most importantly they were fun for the children. Due to the physical and mental health concerns of our children during these challenging times (for this group of children particularly), we know how important these sessions were. Not only did our children really benefit from their sessions, but they also provided staff CPD and ideas for how to adapt physical education lessons due to current restrictions.</p> <p>Montague Sports coaches also provided weekly sessions for our vulnerable and key worker children during this time. Again, the sessions were inclusive, inspiring and fun for the children. The coaches delivered these</p>

						<p>sessions with professionalism and catered for the health and safety restrictions perfectly. Not only did our children really benefit from their sessions, but they also provided staff CPD and ideas for how to adapt physical education lessons due to current restrictions.</p> <p>When school reopened to year 6 and other children were invited back for a week, both of these sessions continued to provide high-quality, inspirational and engaging sessions for our children.</p> <p>We will continue to use the expertise of these coaches to provided staff CPD and a focus on physical and mental health and wellbeing during this academic year.</p>
<p>*Training for y5 play leaders in preparation for y6.</p> <p>*Increased opportunities for physical activity at lunchtimes.</p>	<p>AM, JH and JT</p> <p>AM, JH, JB and JT</p>	<p>End of academic year.</p> <p>Ongoing</p>	<p>Training for playtime leaders .</p> <p>JT and JH time.</p> <p>JT and JH time.</p>	<p>Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime incidents.</p> <p>Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime incidents.</p>	<p>Due to Covid-19 pandemic and partial school closure, this training was not able to take place. Also, due to 'bubble' system, play leaders would not be able to work alongside children outside of their 'bubble' anyway. However, 'Restorative Star' training has been given to two children in each class, who will continue to support our school in delivering the restorative approach. This has proven to impact on the enjoyment of break and lunchtimes for our children.</p> <p>We have continued to invest in equipment for children to use to support their access to physical activities at lunchtimes. Due to current restriction this has involved each class (or 'bubble' during partial school closure) having their own bucket of equipment. Further opportunities, such as lunchtime clubs or competitions could not be arranged due to 'bubble' restrictions and designated play zones.</p>	

	<p>*Continue to develop the way that the Daily Mile' is organised to increase enjoyment for all children.</p>	<p>Midday supervisor s, JT to lead.</p>	<p>Established Autumn 2017, then ongoing.</p>	<p>Free</p>	<p>Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is happening.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>We trialled many different ways to adjust the 'Daily Mile' to increase enjoyment for all children. This included competitions, which motivated children; staggered times to avoid some issues with behaviour; and weekly incentives. However, due to Covid-19 restrictions and partial school closure, we have been unable to finalise our arrangements. Also, due to current restrictions, 'bubble's and designated play zones, we are not completing the Daily Mile at present. Class teachers are still being encouraged to complete it wherever possible with their classes, but restrictions are not making this possible every day.</p>
	<p>*Whole school sports events to encourage physical activity.</p>	<p>JB and NS</p>	<p>Ongoing throughout the year.</p>	<p>Release time for PE coordinator to run events.</p>	<p>Monitor pupil's view towards competition and physical activity.</p>	<p>Sports Relief was a successful whole school event, which encouraged physical activity and competitiveness. Each class were timed for 15minutes to complete a series of obstacle courses. During this time, Sports Council representatives counted how many times the course was completed. Classes were competing for the highest number of completed courses during the time. Children really enjoyed this event and pupil conferencing showed that they would like more of them, not just for Sports Relief. All children participated and were involved in intra-school competition.</p> <p>Due to Covid-19 restrictions and partial school closure, further planned events could not go ahead. These included Sports Day and Race for Life.</p>

	<p>*Inter-school competitions and events.</p>	<p>NS, AM, JB</p>	<p>Ongoing throughout the year.</p>	<p>Teacher release time = (total) Other staff time to assist (TAs) Staff time for extra-curricular clubs and matches. Transport costs.</p>	<p>Monitor the number of children who are taking part.</p>	<p><u>Impact</u> *25 children took part in inter-school netball competitions. * 28 children took part in inter-school football competitions.</p> <p>Due to partial school closure and Covid restrictions, many of the scheduled inter-school events did not take place. This included: friendly netball tournaments, B-team football festivals, rugby fixtures, cricket fixture and rounders fixtures.</p>
	<p>*Additional extra-curricular sporting opportunities through more clubs.</p>	<p>AM and all staff.</p>	<p>Ongoing throughout the year.</p>	<p>Staff time to run clubs. Possibility of using outside agencies (such as Montague sports) to deliver additional clubs and provide more opportunities.</p>	<p>Monitor the number of children who are taking part.</p>	<p>Due to Covid-19 pandemic and partial school closure, many of our sports clubs were not offered this year. All of the clubs that are usually on offer during the Spring and Summer Term were not able to be run due to partial school closure.</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Embed understanding of importance of leading a healthy, active lifestyle ▲	<p>*Assemblies to highlight the importance of leading a healthy, active lifestyle.</p> <p>But needs to continue each year.</p>	All staff	Ongoing	Free. Any additional speakers?	Assembly overview and discussion with children.	<p><u>Impact</u> Several assemblies have raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. This has started to embed the ethos of the importance of leading healthy, active lives.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year, especially in light of Covid and the impact on mental and physical health of our pupils.</p>
	<p>Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices.</p>	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<p><u>Impact</u> Several assemblies and lessons have raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have</p>

	<p>But needs to continue each year.</p>					<p>also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. This has started to embed the ethos of the importance of leading healthy, active lives.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year, especially in light of Covid and the impact on mental and physical health of our pupils.</p>
	<p>*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle.</p> <p>But needs to continue each year.</p>	<p>All staff.</p>	<p>Ongoing.</p>	<p>Free.</p>	<p>Lesson observations, learning walks, pupil conferencing.</p>	<p><u>Impact</u></p> <p>Focussed lessons have raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting club opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on</p>

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<p>*Continue to highlight the importance of healthy active lifestyles to our parents.</p> <p>But needs to continue each year.</p>	AF, JH and AM	Various points throughout the year.	<p>Release time and cost of supply.</p> <p>Coffee mornings, parent workshops, parent forum.</p>	*Monitor impact and discuss effectiveness with parents who take part.	<p>We regularly mention this on our newsletters and include details of our 'Daily Mile' initiatives. During parent information evenings, parents have also been made aware of the clubs on offer to their children and asked to encourage children to take part in regular physical activity.</p> <p>This needs to continue and possibly think of more opportunities to engage parents with our 'Healthy Active School' ethos. This is particularly important this year in light of the impact of Covid-19 on our children's health and mental wellbeing .</p>	
<p>*Mental health fortnight to include key focus on the importance of leading healthy, active lifestyles.</p> <p>Repeat each year.</p>	All staff	Spring term	Lesson time.	Discussions with children during the week and questionnaires to monitor understanding.	<p><u>Impact</u></p> <p>This was successful again and engaged children across the school.</p> <p>We noticed short-term improvements in children's understanding and related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting club opportunities.</p>	

						<p>During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. The 'Daily Mile' initiatives have also had an impact on our children's understanding and given an incentive for children to engage in more physical activity at lunchtimes. This has started to embed the ethos of the importance of leading healthy, active lives.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year, particularly in light of the impact that Covid-19 has had/on having of our children's mental and physical health.</p>
	<p>*Develop the way that the Daily Mile' is organised to increase enjoyment for all children.</p>	<p>All staff, particularly midday supervisors</p>	<p>Established Autumn 2018, then ongoing.</p>	<p>Free</p>	<p>Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is taking place.</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>We trialled many different ways to adjust the 'Daily Mile' to increase enjoyment for all children. This included competitions, which motivated children; staggered times to avoid some issues with behaviour; and weekly incentives. However, due to Covid-19 restrictions and partial school closure, we have been unable to finalise our arrangements. Also, due to current restrictions, 'bubble's and designated play zones, we are not completing the Daily Mile at present. Class teachers are still being encouraged to complete it wherever possible with their classes, but restrictions are not making this possible every day.</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Opportunities for active play.	*Training for y5 play leaders in preparation for y6.	AM, JH and NS	End of academic year.	Training for playtime leaders	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p>	Due to Covid-19 pandemic and partial school closure, this training was not able to take place. Also, due to 'bubble' system, play leaders would not be able to work alongside children outside of their 'bubble' anyway. However, 'Restorative Star' training has been given to two children in each class, who will continue to support our school in delivering the restorative approach. This has proven to impact on the enjoyment of break and lunchtimes for our children.
	*Designated members of staff to lead 'Active Play' and provide a variety of opportunities for all children.	AM and JT	ongoing	Cost of JT lunchtime cover = approx £500	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p> <p>Discuss impact with lunch time staff.</p>	<p>Until partial school closure and restrictions in light of Covid-19 pandemic, previously trained play leaders were working well with our 'Active Play' lead to provide a variety of opportunities for all of our children. This included: dedicated groups of y6 children to support in specific 'zones' on the playground. For example, some children are in charge of ball games, others oversee skipping games, traditional games and activities using the MUGA.</p> <p><u>Impact</u></p> <p>*Increased opportunities for all other children on the playground.</p> <p>*Higher participation in 'active play' at lunchtimes.</p> <p>*Reduction in behavioural problems at lunchtimes.</p> <p>*Increased confidence and improved social skills of the children who have been given playtime responsibility. This was particularly evident in some specific individuals, which had a noticeable impact on their attitudes, social interaction and organisation.</p>

						<p>Due to partial school closure, 'bubble' restrictions and designated play zones, this action is not able to be continued with at present. However, children are still encouraged to engage in 'active play' and make the most of their play bucket of resources. Children are also taking part in 'active brain breaks' with their class teacher, which incorporates ideas of suitable break time and lunchtime games.</p>
	*Increase resources for 'Active play'	AM, JT			<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p>	<p>We have continued to invest in equipment for children to use to support their access to physical activities at lunchtimes. Due to current restriction this has involved each class (or 'bubble' during partial school closure) having their own bucket of equipment. Further opportunities, such as lunchtime clubs or competitions could not be arranged due to 'bubble' restrictions and designated play zones.</p> <p>Children are also taking part in 'active brain breaks' with their class teacher, which incorporates ideas of suitable break time and lunchtime games.</p>
	*Develop the way that the 'Daily Mile' is organised to increase enjoyment for all children.	Midday supervisors, JT to lead.	Established Autumn 2018, then ongoing.	Free	<p>Monitor number of playtime incidents (particularly in the last 10 mins of lunchtime when Daily Mile takes place)</p> <p>Discussions with midday supervisors and children to monitor effectiveness.</p> <p>Monitor general fitness attitudes of children during this time.</p>	<p>We trialled many different ways to adjust the 'Daily Mile' to increase enjoyment for all children. This included competitions, which motivated children; staggered times to avoid some issues with behaviour; and weekly incentives. However, due to Covid-19 restrictions and partial school closure, we have been unable to finalise our arrangements. Also, due to current restrictions, 'bubble's and designated play zones, we are not completing the Daily Mile at present. Class teachers are still being encouraged to complete it wherever</p>

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Notes and Evaluation

Objectives in blue have been achieved, but are ongoing.
Objectives in green are completed and no further action is required.
Objectives in orange have not yet been fully achieved.