



As part of our on-going efforts to make **iPEPlanner** the very best it can be, we constantly carry out various case studies within schools in order to gain invaluable feedback. We ask the 'front line' teachers, what could we do to improve our platform?

### Head Teacher's Comments

Whilst P.E. has always been a priority within our school, we sometimes find ourselves engrossed and surrounded with the constant demands of our core subjects within the curriculum and some teachers simply feel that they can't plan, deliver and successfully assess Physical Education to the levels needed. Since adopting **iPEPlanner**, this has significantly changed as lesson plans, assessments and ideas are simplified into a time manageable format which makes delivering student objectives more achievable.

**Julie Chambers - Head Teacher**

As the school's P.E. Coordinator, I find **iPEPlanner** has taken all the stress away. Assessing and evidencing P.E. has always been a constant battle but now that all our staff are using this tool, we are ahead of the game. I am now confident that not only are students being assessed and evidence is being collected, but students are partaking in high quality regular P.E. This really is a must for any school looking to make an impact through Physical Education.

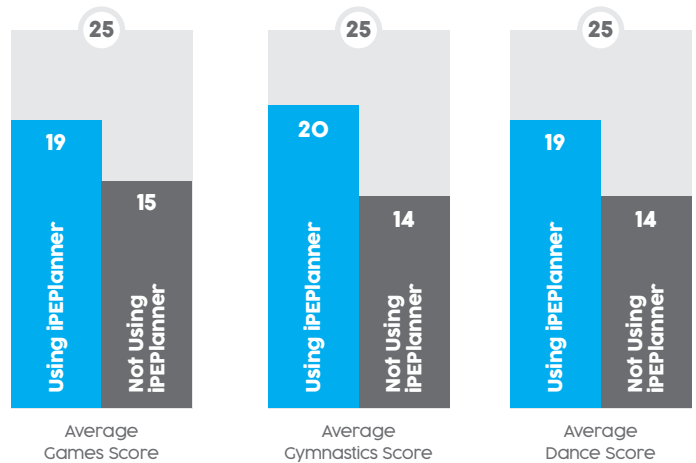
**Sarah Barnett - P.E. Coordinator**

I love taking part in P.E. lessons; we are always active and often play new games that I've never played before! I like the challenge that lessons give me and I especially like playing games and football.

**Student Age 7**

### Benefits of Adopting iPEPlanner

Graph based on assessment in 10 schools that use **iPEPlanner** against 10 schools that do not.



P.E. lessons are always lots of fun, we get to do lots of activities and I really like working with my friends during team games.

**Student Age 8**



### iPEPlanner Comments

We have been fortunate enough to be actively involved with this school for a number of years now and to be able to offer a product which benefits the school, the staff and the students in such a positive way is hugely rewarding!

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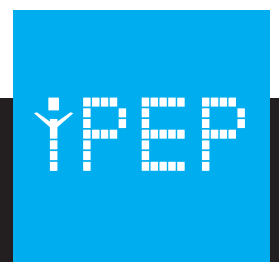
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# OVER 60%

OF QUALIFIED TEACHERS HAVE INDICATED THAT THE P.E. COMPONENT OF THEIR TRAINING WAS NOT EFFECTIVE ENOUGH TO PREPARE THEM FOR DELIVERY

U.K. GOVERNMENT ARE TARGETING SCHOOLS IN THEIR VISION FOR A "FITTER NATION"



# OVER 50%

OF SCHOOLS DO NOT ASSESS OR MONITOR P.E. LEVELS



# 1 3

STUDENTS LEAVE SCHOOL OVERWEIGHT OR OBESE



# 9 OUT OF 10

STUDENTS DON'T GET THE DAILY 1 HOUR OF PHYSICAL ACTIVITY RECOMMENDED BY HEALTH AUTHORITIES



# 65%

A STUDY TAKEN PLACE IN LIVERPOOL SHOWS THAT OVER 65% OF STUDENTS MOVING INTO HIGH SCHOOL ALREADY HAVE A DISLIKE FOR P.E.

DEPARTMENT OF EDUCATION RESEARCH SAYS THAT WITHIN P.E. LESSONS

**"IN MANY SCHOOLS THE MORE ABLE STUDENTS WERE NOT CHALLENGED ENOUGH"**

OFSTED PROMISE A FOCUS ON MEASURING THE IMPACT OF THE P.E. AND SPORTS PREMIUM



PHYSICAL ACTIVITY IS PROVEN TO INCREASE STUDENTS

**SELF CONFIDENCE, CONCENTRATION AND COMMUNICATION SKILLS**

As a teaching assistant within the school, I join in with a number of the P.E. lessons and tend to support the lower ability groups. Before iPEPlanner, I struggled to differentiate the lessons in order to cater for all abilities, but after looking at just three units with the classroom teacher, I have now got a much better knowledge of how to adapt for my groups and they love it!

**Clare Ebbrell - Teaching Assistant**

iPEPlanner has most definitely improved the process of teaching P.E. As a keen sports person myself, I love delivering P.E. However, I find that with the stresses of school life finding time to plan lessons, link them to topics and curriculum can prove difficult. The iPEPlanner lessons fit in perfectly with what we do in class, as certain lessons are topic based. After using the assessment tool for a while now, I am seeing that students are most definitely progressing. All boxes ticked for me!

**Paul Hindle - Deputy Head Teacher**

I enjoy P.E. much more this year because we are doing dance and gymnastics lessons every week as well as outside games. I like the competitive games when playing outside but mainly enjoy dance and creating my own routines to music.

**Student Age 10**



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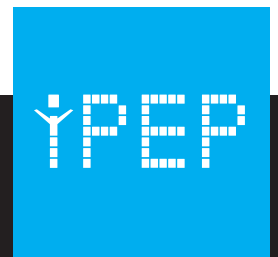
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At **iPEPlanner**, we believe that Physical Education isn't just an essential tool for fitness but an extension of day to day school. When our fully qualified Primary School Teachers planned the lessons for **iPEPlanner**, they wanted to make them time manageable, effective and fun!

#### Overview

The way to achieve high standards in any subject is through planning, implementing and assessing. A huge amount of work has gone into ensuring that every aspect of **iPEPlanner** relates to today's school. On the reverse of this leaflet, each topic represents different progression from Reception to Year 6, so you can clearly see the development being made. As well as unit progression, the learning objective within each topic also advances. Our game's are all skill based so if you are throwing and catching, this will be done within a variety of disciplines: Netball, Basketball and Dodgeball are just some examples.



#### Our Inspiration

The national curriculum is our inspiration and guidance, which we incorporate into every unit and lesson area. We believe that it is our responsibility to ensure students learn new skills, achieve their goals and progress to meet the standards of the curriculum. However, at **iPEPlanner** we understand that students do not learn at the same rate or level so we ensure that there are steps to help every student progress to their full potential and to the best of their ability.

I've always loved P.E. but this term I've really enjoyed it and all my friends have too!

**Student** Age 9

#### A Healthy Lifestyle

While healthy living and a good balanced diet is our own responsibility, we believe that we have a duty to make sure all students have enough knowledge to understand how to make healthy choices for themselves. As with other areas of **iPEPlanner**, "Healthy Lifestyles" is a theme which runs throughout and is progressed on unit after unit, year after year.

**Please see overleaf  
for Games Planner Chart**



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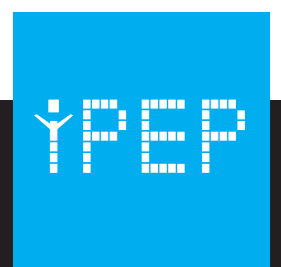
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# iPEPLANNER – INFORMATION CHART

Specially designed P.E. lessons focusing on student progression inline with the approved National Curriculum to Ofsted exceptional inspection levels

Outline of the Topic	Key Sports Covered	Example of Learning Objectives	Example of Learning Outcomes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Invasion</b></p> <p>Focused around invasion games which involve throwing and catching, the unit takes simple skills from Reception such as balancing and moving beanbags with hands through multiple sessions throughout the year to being able to competently play games such as Netball and Basketball.</p>	Netball Basketball Handball	<p><b>LA</b> - Able to balance a beanbag on a large body part sitting/lying down</p> <p><b>MA</b> - Able to balance a beanbag on various body parts standing up</p> <p><b>HA</b> - Able to balance a beanbag on various body parts while moving</p>	<p><b>Beanbags in Outer Space</b></p> <ul style="list-style-type: none"> <li>■ Able to recognise space</li> <li>■ Can recognise and use various body parts</li> <li>■ Has confidence to take part in lesson</li> <li>■ Can balance beanbags on various body parts</li> <li>■ Can move the beanbag high and low</li> </ul>	Beanbags in Outer Space	Throwing and catching	Sending and receiving	Passing for possession	Passing and moving	Invasion - Rules and Concepts	Invasion - Competitive
<p><b>Invasion</b></p> <p>Focuses more on sport such as Football and Hockey. Using specific skills from moving a ball into a space in Reception, to keeping control of the ball in year 1. Specific skills and strategies develop skills throughout the years to enable pupils to understand and competently play these sports.</p>	Football Hockey	<p><b>LA</b> - Able to push the ball forward with feet and stop with some control</p> <p><b>MA</b> - Able to kick the ball forward with both feet under reasonable control</p> <p><b>HA</b> - Able to dribble the ball under good control and change direction</p>	<p><b>Ball Control</b></p> <ul style="list-style-type: none"> <li>■ Can recognise the difference between being active and resting</li> <li>■ Has basic agility</li> <li>■ Can follow instructions well</li> <li>■ Can control direction of a ball using various body parts</li> <li>■ Can start and stop with a ball to a signal</li> </ul>	Ball Skills at the Zoo	Ball Control	Kicking and Dribbling	Dribbling to invade	Dribbling Movement and Teamwork	Invasion in a Team	Invasion to Score
<p><b>Net Games</b></p> <p>Skills are built throughout the years with layers upon layers of information and techniques to enable children to do tasks such as push or balance a beanbag with a tennis racket to know, understand and execute various shots for these sports.</p>	Tennis Badminton Volleyball	<p><b>LA</b> - Can strike a ball forward with reasonable control</p> <p><b>MA</b> - Can strike a ball forward towards a partner</p> <p><b>HA</b> - Can move to a ball to strike it towards a partner</p>	<p><b>Striking for Accuracy</b></p> <ul style="list-style-type: none"> <li>■ Can give an example of health choices</li> <li>■ Can recognise what they are good at</li> <li>■ Can stop others in a fun game</li> <li>■ Can hit the ball up consecutively</li> <li>■ Can hit the ball toward a partner</li> </ul>	Bats and Balls at the Circus	Balancing and Control	Striking for Accuracy	Over the Net	Returning	Accuracy and Relays	Net Games for Points
<p><b>Outdoor Adventure</b></p> <p>This unit gives children the opportunity to be creative. From thinking of their own ways to move, creating games and working as a team this leads to children being able to think for themselves and problem solve, which is really tested in the Orienteering Unit in year 6.</p>	Outdoor Pursuits Map Reading Creative Play	<p><b>LA</b> - Able to recognise N, E, S, W on a map</p> <p><b>MA</b> - Has good map reading ability</p> <p><b>HA</b> - Able to lead a team around a trail with a map</p>	<p><b>Thinking About</b></p> <ul style="list-style-type: none"> <li>■ Understands how oxygen is moved around the body</li> <li>■ Can create games with minimal equipment</li> <li>■ Can work with others to solve tasks</li> <li>■ Can work competently under pressure</li> <li>■ Understands basic map reading skills</li> </ul>	Fun Games with Family and Friends	Creative Play	Rule Making	Thinking A loud	Decisions	Leadership	Finding Success
<p><b>Striking and Fielding</b></p> <p>Focusing initially on hand eye co-ordination and moving through techniques in both Key Stages with lots of variations of striking and fielding for maximum progression and results.</p>	Rounder's Scatter ball Cricket	<p><b>LA</b> - Can throw a ball in the right direction</p> <p><b>MA</b> - Can throw a ball with good direction and distance</p> <p><b>HA</b> - Can throw a ball a good distance with good accuracy to a given target</p>	<p><b>Fielding</b></p> <ul style="list-style-type: none"> <li>■ Understands the basic roles of the main muscles</li> <li>■ Understands the importance of positioning</li> <li>■ Man move in order to catch a ball</li> <li>■ Can throw to a partner with good accuracy</li> <li>■ Able to implement tactics</li> </ul>	Turn Taking on our Holidays	Partner Games	Group Games	Striking and Exploring	Fielding	Exploring Striking and Fielding	Striking and Fielding - teamwork
<p><b>Athletics</b></p> <p>Reception children will be engaged in the smaller details of running, jumping and throwing events. Throughout the years children develop these skills to have the ability to compete in year 6.</p>	Athletics	<p><b>LA</b> - Able to run with good control within their lanes</p> <p><b>MA</b> - Able to start a race and run with good technique</p> <p><b>HA</b> - Can run and compete in a race to a good standard</p>	<p><b>Olympic Training</b></p> <ul style="list-style-type: none"> <li>■ Can explain and answer questions around healthy lifestyles</li> <li>■ Can recognise area for improvement with running styles</li> <li>■ Has good technique with varies throws</li> <li>■ Has good jumping techniques</li> <li>■ Has good fitness levels</li> </ul>	Cone, Hoops, Quizes and All things cold	Running and Jumping	Movements	Being an Athlete	Record Breaking	Olympic Training	Coing for Gold



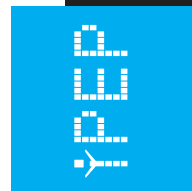
✓ Easily plan P.E for the entire year ✓ Assess students during session or later ✓ Track and monitor progress ✓ Generate ongoing assessment report

Links to National Curriculum Framework  
Sessions have been designed around the early learning goals and Ofsted inspection levels, along with extensive children, parent and teacher feedback.

## Contact Us Today To Book A Demonstration

The UK's first fully interactive P.E. Planner, Tracker and Assessment Tool

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iPEPLANNER



We wanted to break trend and devise a unique style of lesson plan that is simple to follow and effective to teach. Each unit has five learning objectives, each objective is taught three times in three different ways.

### Introducing Skills

The first time we introduce a new skill will be at the end of a lesson, this section is called next steps and gives students the opportunity to explore the skill for themselves and try it out to see what works and doesn't work for them. The students will also know what to expect for the following lesson and if they wish to practise at home will know what to do. The second time we visit a skill will be in the main lesson and the linked game, this is where the majority of the teaching will happen and students should progress the most.

Time will be spent breaking down the key points, looking at varied ways, to implement and putting skills into practice with a linked game.

Lastly, we will look to include the skill in the warm up the following week, this is done so that the students can refresh and recap the skills. Again, it will be taught in a new way so that students who may struggle can have a new focus and students excelling can further progress.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Overview						
Warm up	Explore	Introduction	Objective 1	Objective 2	Objective 3	Objective 4
Main Activity and Linked Game	Introduction to Unit	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Next Steps	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 5

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Some students only form of physical activity for their week happens during P.E. lessons. Students are becoming significantly unfit and overweight due to inactivity, therefore it is vital that the P.E. lesson be fast paced and effective.



Every professional athlete starts somewhere and the spark that ignites a child's enthusiasm in a particular sport begins from a very young age. Physical Education should inspire and could be the spark that motivates the next David Beckham or Jessica Ennis-Hill!



Students learn Physical Education in a variety of ways. We offer students the chance to show their specific talents and give them the sense of achievement that they really need.



Most schools with primary-age pupils receive the P.E. and sport premium government funding. Schools must use the funding to make additional and sustainable improvements to the quality of P.E. and sport they offer e.g. provide existing staff with training or resources to help them teach P.E. and sport more effectively.



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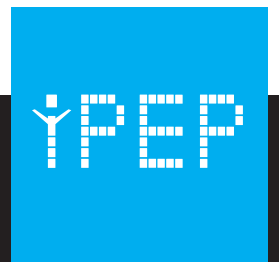
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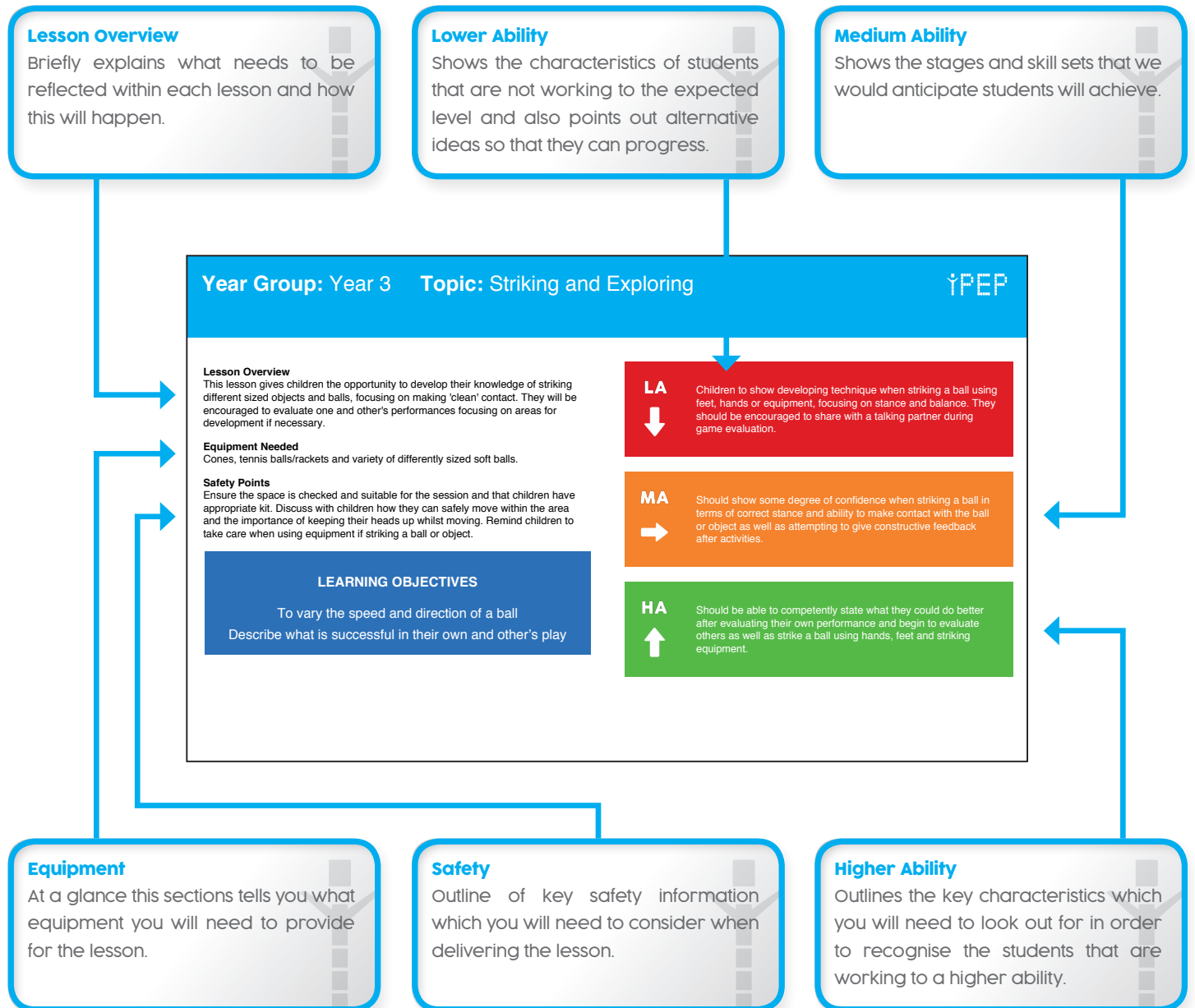
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The **iPEPlanner** lesson plans have been specially designed by experienced teachers for teachers to provide clear, concise, easy to follow activities and objectives that allow for effective monitoring of student's abilities.



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### Teacher Tips

This area gives teachers new ideas on teaching styles, key teaching points and how to link to topics etc.

### Main Activity

Every lesson is split into four sections; each section starts with an outline of what to do.

### Teaching Points

We believe that the best way to develop student's abilities is to up skill teachers.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Touch Down' - Randomly scatter 20 - 40 cones in an area. Children move in and out of the cones bending down to touch the cones as they pass them. Start at a walking pace gradually increasing the tempo. Children collect tennis balls and place these on top of the cones. There must be more cones than there are balls. Each time they pass a cone with a ball on it they must pick up the ball and move it to an empty cone and then look for another ball to move (SEE VIDEO 1).</p> <p><b>Teacher Tips</b> Make sure children place the tennis balls down with accuracy.</p> <p><b>Additional Tips</b> Head up at all times when travelling.</p> <p><b>Teaching Points</b> Higher abilities to catch the ball with wide fingers.</p> <p><b>Progression</b> Challenge children to see how many cones they can touch in 25 seconds.</p>	<p>'Racket Fun' - Each child to have a tennis racket and to work with a similar ability pair facing each other about 2 metres apart. Children hold their racket on the ground so that it stands on its head. They then let go and clap hands before it falls to the ground. Try with other movements such as turn around. Get with a partner, catch each other's rackets before they fall etc (SEE VIDEO 2).</p> <p><b>Teacher Tips</b> Similar ability pairings.</p> <p><b>Teaching Points</b> Take some time after the activity to discuss why some pairs were more successful than others. Look for words like 'team work' and 'communication'.</p> <p><b>Progression</b> Work in groups of 3.</p>	<p>'Down the Line' - In fours standing in a line, the first player puts the ball on their racket and passes the ball to the next player's racket by letting it roll onto it. The ball moves down the line like so, until it reaches the end. The end player moves to the front and repeats. Give a set distance to get to (SEE VIDEO 3).</p> <p><b>Teacher Tips</b> Mixed ability groupings.</p> <p><b>Teaching Points</b> Can the children vary the speed of the ball when necessary?</p> <p><b>Progression</b> Time limit over a set distance.</p>	<p>'Partner Strike' - Working in similar ability partners, children to choose one sized ball to begin with and find a space. They must then explore different ways of striking the ball in order to send it to their partner. Encourage children to use as many body parts as possible and explore the most effective. Allow children to use the differently sized soft balls throughout (SEE VIDEO 4).</p> <p><b>Teacher Tips</b> Children to start off balanced with control of their bodies before striking.</p> <p><b>Teaching Points</b> Can children send the ball in the correct direction? i.e. towards their partner.</p> <p><b>Progression</b> Vary the distance between partners to encourage some more thought on speed.</p>
<p><b>HA</b> ↑ Each time they pick up a ball, they must throw it in the air, catch and place it on a cone.</p>	<p><b>HA</b> ↑ 2+ metres apart.</p>	<p><b>HA</b> ↑ Must turn both left and right when passing the ball.</p>	<p><b>HA</b> ↑ Should be encouraged to use head, knee and leg etc.</p>
<p><b>LA</b> ↓ Children to scan for a tennis ball before moving towards one.</p>	<p><b>LA</b> ↓ Should work from a closer distance to their partner (1 metre).</p>	<p><b>LA</b> ↓ Adequate space within the group to rotate body.</p>	<p><b>LA</b> ↓ Should be encouraged to use hands and feet when striking.</p>
<p><b>COOL DOWN / CONCLUSION</b> Discuss - Following on from the next steps activity, ask the children to share and evaluate the most effective methods of passing the ball. Which body parts did they use? Which body parts were better for accuracy and control? Children should mention hands and feet being the most accurate.</p>			

### Progression

Each area outlines progression as it is the key theme within iPEP Planner.

### Higher Ability

Every section has an area for higher ability, if lessons are not challenging enough students will not progress.

### Lower Ability

There will always be lower ability students but with the correct methods in place all students can progress.

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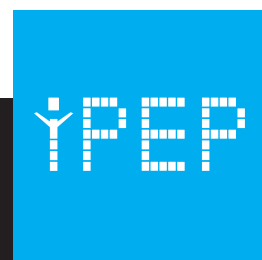
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**iPEPlanner** have created the world's first fully interactive assessment tool. The tool has been created with teachers in mind to ease workload & assessment. **iPEPlanner** can be done anywhere at any time, during a lesson, in the classroom or at home.

### Achievable Targets

Like other areas of the platform, assessment has been specifically written and designed so that students can progress. We have looked at what we want students to achieve before they reach high school. We looked at the guidance in the national curriculum and broke down the end goals ensuring students have achievable targets to meet and progress towards.

**iPEPlanner is easy and stress free to use** - As teachers, we use a variety of different web based tools spanning across all subjects at school. **iPEPlanner** is the most user friendly product I have come across, it is amazing how so much can be done and evidenced so easily.

**Mike Hall - P.E. Teacher**



### Easy And Accurate Assessment

Only 30% of schools assess student's P.E. lessons according to teachers. Only around half of those schools assess the lesson accurately. With **iPEPlanner**, every student will be assessed on every unit which will be relevant and used to ensure students have every opportunity to progress. This is done with time management in mind as at **iPEPlanner**, we really do appreciate the demands of significant workload and cater for this throughout.

**iPEPlanner** have recognised a lack of assessment within Primary School Physical Education, whether this is due to lack of subject knowledge, poor procedures or just not having time to consider Physical Education as a key subject, **iPEPlanner** can help!

We evidence each unit through five learning objectives; this is progressed through each year as well as year on year. If schools follow **iPEPlanner** correctly, then they can be assured that students will be given the maximum opportunity to progress whilst being assessed across these objectives.

iPEP iPEPLANNER Classes					
Your Classes					
STUDENT	CURRENT ASSESSMENTS OVERVIEW				
Y4	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
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[Student Name]	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
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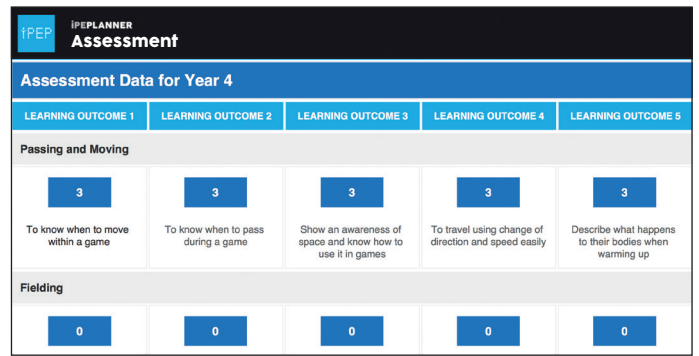


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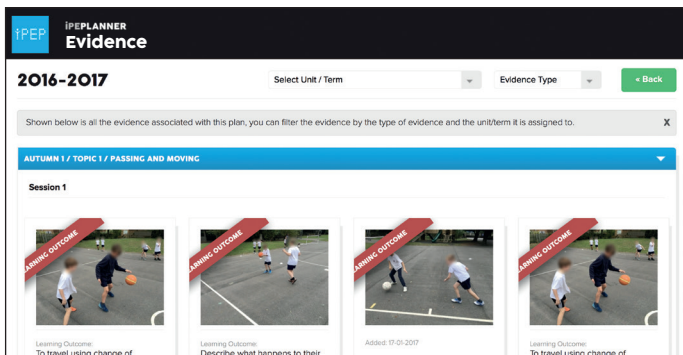
### Non Negotiables

In this area teachers can see three points per year which are our non negotiables - these points, having been created using national curriculum guidance as well as iPEPlanner standards, allow teachers to easily access student's personal files and simply click for 'working towards', 'working at' or 'not achieved'.



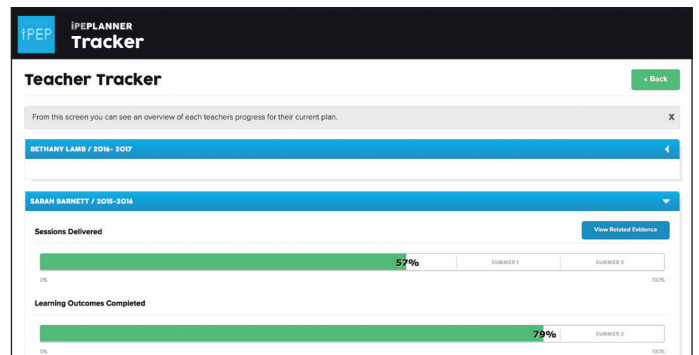
### Unit Assessment

Unit assessment is our main source of evaluation. This is where we can see exactly how much students are learning from each unit. We can also monitor the progression year on year as well as download all assessment for parents or high schools on request.



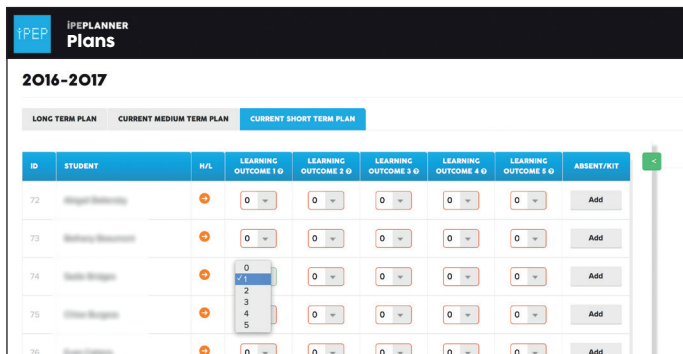
### Evidencing Assessment

With no textbook or visuals to work with, how do we know what levels students are working at? iPEPlanner can add any image to a student's profile to show what level they are currently working on.



### Teacher Tracker

This function is a great way to monitor all scheduled classes and to aid teachers, ensuring they provide the quality of Physical Education is being delivered on a regular basis.



### Plans

A handy pull out tab where teachers can assess students during the lesson or afterwards. All assessments are saved in real time and teachers can update through each unit.



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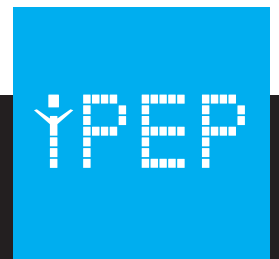
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**iPEPlanner** has recognised a weakness in evidencing Physical Education. We acknowledge that with no textbook or monitoring tools then evidencing is hard. **iPEPlanner** have created a simple, effective tool to alleviate the problem.

### Note Evidence

Note evidence can be used for a variety of things, from adding notes to a lesson or specific student through to noting what lesson worked or didn't work for a group of students or ability level.

### Media Evidence

Media evidence is a constant diary of notes. It can be used on its own as a go-to, to see what progression has been made plus acts as visual evidence.

### Objective Evidence

Objective evidence is a further progression giving you the ability to do all of the above but also linking everything to a timeline. This can be evidence for the lesson or for the specific student and their progress.

### Tag Children

This function allows you to add any evidence or pictures to any student in your class. A great way to evidence different abilities.



### Much More

The many features of the **iPEPlanner** provide teachers with the ability to deliver effective P.E.

Here's some of the features available:

- Ability to pass messages
- Full yearly calendar
- Easy to view class levels
- Changeable home screens
- Teacher tracker
- Individual student files
- Assess students while teaching
- Video support
- Teachers tips within every lesson
- Ability guidance within every lesson

**iPEPlanner is effective** - At our school we find **iPEPlanner** extremely effective. For years we have tried to find simple ways to assess and monitor students so that we can use the information to further develop student's progress, now we've found it!

**Liam Ashton - Sports Coach**

To discover more about **iPEPLANNER** contact us

**Phone: 03335 777321**

hello@ipep.co.uk ■ www.ipep.co.uk



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**iPEPLANNER**

# The Possibilities Are Endless



The **iPEPlanner** is available in three tiers dependent upon the size and requirements of your school. Annual fees vary depending on which tier option you require and are stated below.

1 FORM ENTRY	2 FORM ENTRY	3+ FORM ENTRY
£495*	£595*	£695*

**If you wish to purchase as part of a cluster group or LEA, please contact us for a personalised price**

\* Price stated excludes VAT

### Aftercare

iPEPlanner ensure that every school will receive all the support that they need plus a set up and user package free of charge. We are also available to contact and are more than happy to solve any queries or questions that you may have. We are constantly trying to improve our services and believe that a strong school/iPEPlanner relationship is a must.

### Our Promise

We promise that all schools will receive equal and complete support. We welcome any feedback you have and will always look to add any new ideas or adapt our platform in any way that we can in order to further improve our services. We are committed to improving the standards of P.E. within schools across the U.K. and our service reflects this dedication.

**For further details and to see how iPEPlanner can help your school, please contact us to arrange a demonstration. Further training and initial set up meetings are available upon request.**



**Marc Sewell**  
Managing Director



**David James**  
Managing Director



**Jade Bramhall**  
Sales & Marketing Manager



**Declan Friel**  
Primary School Teacher

### Thank you to our key partners:



To discover more about **iPEPLANNER** contact us

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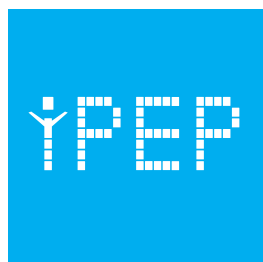
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# Learning Platform Agreement

**iPEPlanner ready to reinvent, personalise and perfect Physical Education nationally**



**iPEPLANNER**

iPEPlanner, Fairfield House, 104 Whitby Road, Ellesmere Port, Cheshire, CH65 0AB

**Phone:** 03335 777321

**E-Mail:** hello@ipep.co.uk

**Web:** www.ipep.co.uk



## What your school gets....

- ✓ Designated support to set iPEPlanner up in your school
- ✓ A 12 month license to the iPEPlanner learning platform
- ✓ Access to over a thousand detailed lesson plans
- ✓ Videos modeling key learning points
- ✓ Fully integrated assessment tool
- ✓ On-going technical support
- ✓ Daily back up of all data
- ✓ Fully integrated evidence tool
- ✓ Teacher tracker

## Pricing Structure

One form entry school: £495\*

Two form entry school: £595\*

Three form entry school: £695\*

\* Plus VAT

Your school's annual license fee is:

£ \_\_\_\_\_ + VAT

To confirm your order of the iPEPlanner learning platform please read the terms and conditions then sign and return this form to [hello@ipep.co.uk](mailto:hello@ipep.co.uk)

## Sign to confirm your order & agreement with the terms and conditions

Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

E-mail: \_\_\_\_\_

Position: \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

I confirm I have permission to act on behalf of the above named school - Signed: \_\_\_\_\_

To discover more about **iPEPLANNER** contact us

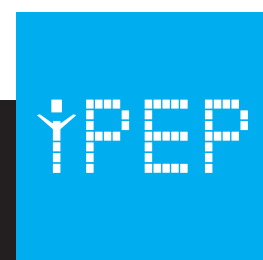
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