

PASS Termly Impact Report Term 4 2020-21
Meopham Community Academy

INTENT	KEY INDICATOR	IMPLEMENTATION	IMPACT	SUSTAINABILITY
<p>Provide high quality PE lessons during covid-19. Create a range of PE lessons for the first 2 weeks if Term 4 across: EYFS and Y1&2 in Multi Skills, Games and movement through storytelling and activities based on adapted versions of PASS SOW that can be accessed at home or school with limited space and equipment.</p>	<p>4 3</p>	<p>New PE lessons per week in Games, Multi Skills and movement through storytelling created, edited and added to PASS website. Advertised through schools and twitter.</p>	<p>More pupils and staff have access to PE lessons to keep children healthy, active and develop key skills they would be accessing at school in Term 4.</p> <p>Much positive verbal feedback and emails regarding the PE lessons.</p> <p>During term 4: 1,326 households accessed PE content with PASS (website and pre-recorded)</p> <p>PASS pre-recorded PE sessions had over 1500 views with a total watching time of almost 200 hours.</p>	<p>Support schools in a meaningful, safe and engaging return to face to face PE lessons in Term 4 and beyond.</p>
<p>Provide high quality PE lessons during covid-19. Create 2 x PE lessons per week for the first 2 weeks Term 4 across: Y3&4 & Y5&6 in Gymnastics and Games activities based on</p>	<p>4 3</p>	<p>4 PE lessons per week in Gymnastics and Games created, edited and added to PASS website. Advertised through schools and twitter.</p>	<p>More pupils and staff have access to PE lessons to keep children healthy, active and develop key skills they would be accessing at school in Term 4.</p>	<p>Support schools in a meaningful, safe and engaging return to face to face PE lessons in Term 4 and beyond.</p>

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<p>adapted versions of PASS SOW that can be accessed at home or school with limited space and equipment.</p>			<p>Much positive verbal feedback and emails regarding the PE lessons. During term 4: 1,326 households accessed PE content with PASS (website and pre recorded)</p> <p>PASS pre recorded PE sessions had over 1500 views with a total watching time of almost 200 hours</p>	
<p>Live EYFS/KS1 PE lessons x 3 times per week for first 2 weeks of Term 4.</p>	<p align="center">4</p>	<p>PASS staff to plan and lead a range of age specific PE lessons to develop fundamental movement skills, increase activity levels and well being through Games. Themes covered; Dribbling and control ball with feet, throwing underarm and aiming at targets,</p>	<p>Live lessons have allowed children to interact, gain confidence, improve fundamental movement skills, build resilience and give children improved structure to their weekly timetables.</p> <p>During 2 weeks of term 4 an average of 24 households and 3 school bubbles attended each live PE lesson 3 x per week.</p>	<p>Continue to work with schools in Term 5 and beyond to support the return of all children to PE lessons in a safe and engaging way. Increase physical activity levels, increase children's core skills, increase children's ability to work with others and collaborate.</p>

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<p>Live KS2 PE lessons x 3 times per week for the first 2 weeks of Term 4.</p>	<p align="center">4</p>	<p>PASS staff to plan and lead a range of age specific PE lessons to improve Netball skills and Striking & Fielding activities.</p>	<p>Live lessons have allowed children to interact, gain confidence, improve existing movement skills and develop new skills, build resilience and give children improved structure to their weekly timetables.</p> <p>During 2 weeks of term 4 an average of 24 households and 3 school bubbles attended each live PE lesson 3 x per week.</p>	<p>Continue to work with schools in Term 5 and beyond to support the return of all children to PE lessons in a safe and engaging way. Increase physical activity levels, increase children's core skills, increase children's ability to work with others and collaborate in teams.</p>
<p>PASS staff to deliver live after school clubs x 4 per week; KS2 'Match Fit club', EYFS/KS1 Football, Y1-4 FA Shooting Stars Club, KS2 Dance.</p>	<p align="center">4 1</p>	<p>PASS staff to plan and deliver 4 x live after school clubs per week in a range of activities and advertise to schools via email and twitter throughout term 4.</p>	<p>Many children have regularly attended after school clubs, increased activity levels, improved skills and fitness, more structure given to week, increased wellbeing.</p>	<p>Begin to deliver more face to face extra-curricular clubs in Term 5 to increase children's wellbeing, physical activity levels, develop core skills.</p>
<p>Increase confidence, knowledge and skills needed to deliver high quality PE lessons.</p>	<p align="center">3</p>	<p>PASS to plan and deliver MCA OAA training for all teaching staff to increase confidence, knowledge and skills to deliver high quality OAA lessons. PASS staff to create KS1 OAA scheme of work to support new activity in KS1.</p>	<p>More staff now understand what OAA is and its benefits particularly following lockdown. Example values discussed and example activities across both key stages shared.</p>	<p>All classes to attempt OAA on Term 4 and beyond. Orienteering intra school competitions to be completed by Y1-6 in term 4 or 5. Feedback shared with S.B & R.S</p>

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		Orienteering maps and resources created and shared.		
Increase confidence, knowledge and skills needed to deliver high quality PE lessons.	3	PASS staff to host an OAA drop in for teachers in different year groups to discuss individual schemes of work and the supporting resources and equipment needed.	Teachers had opportunity to look at schemes of work in more detail and share any questions about certain activities. Increase collaborative work in lessons. Increased cognitive ability in PE, increased resilience.	Some classes to continue OAA into term 5. Teachers now feel more confident delivering OAA next academic year.
Ensure broad and balanced opportunities for all.	4	PASS staff to create KS1 OAA scheme of work, OAA resources created printed and laminated for all years to use particularly to support orienteering activities.	New area of the PE curriculum for KS1. Children to be involved in activities that develop their physical, cognitive, socio emotional/behavioural skills.	Continue to monitor the effectiveness of the OAA delivered. Encourage more classes to attempt the orienteering competition.
PASS Term 4 Subject Leaders Chat Night	3	PASS staff plan and deliver an online CPD particularly for PE Subject Leads. National updates and H&S related to covid discussed. Opportunities to discuss adaptations to PE curriculum, Physical activity programmes and sport.	Key themes discussed including; Impact of lockdown and key priorities going forward, recovery curriculum, Physical activity ideas. Resources sent to SL.	Continue to support MCA with answering questions and queries during this time and amend/develop resources as appropriate.

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<p>PASS Term 4 CPD – Inclusion Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p align="center">3</p>	<p>The training will help teachers improve their confidence, knowledge and skills in enabling the inclusion of all pupils, challenging and progressing all pupils and being able to apply this to your own schools. The training will explore barriers to engagement, inclusion and strategies to overcome these, including the use of STEP and activity inclusion models. Participants will also gain access to exclusive online resources that build on the training content.</p>	<p>More support for inclusion and strategies to overcome challenges.</p>	<p>Wendy Ball (PASS) to continue to support PASS schools with inclusion as required.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Teacher requested ideas for using resources to create fun OAA lessons. They also want the children to develop their collaboration and problem solving skills.</p>	<p align="center">3</p>	<p>PASS staff to plan and deliver Year 3 OAA lessons working alongside class teacher and supporting adult to increase knowledge, skills and confidence to deliver high quality PE lessons. The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities and problem solving. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging. The children have also started to look at cardinal and ordinal compass directions and had their first opportunity to take part in cone orienteering and take part in some simple map work. All activities were broken down and progressed to develop staff subject knowledge and children's ability. Activities were differentiated by task, outcome, equipment and time. Activities were set</p>	<p>Following lockdown the teacher rated the children: Physical fitness: 2/4 Motivation to take part: 3/4 Resilience: 3/4 Core skills: 2/4 Ability to collaborate/work with others: 3/4</p> <p>After 4 weeks of support the class teacher rated the children as: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 4/4 Core skills: 3/4 Ability to collaborate/work with others: 4/4</p>	<p>PASS staff to work with a different year group in term 5. Class teachers to continue working from PASS SOW in term 5 and complete an interhouse orienteering competition.</p>

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		<p>up in a range of ways to maximise activity levels and avoiding children waiting.</p>	<p>At the start of support the class teacher rated himself as having a 2/4 for confidence in teaching OAA effectively subject knowledge 2/4 for OAA, this included 1/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 11/24</p> <p>At the end of the 4 weeks of support the class teacher rated himself as having a 4/4 for confidence in teaching OAA effectively subject knowledge 4/4 for OAA, this included 4/4 for supporting the less able and developing the more able 4/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 4/4 ability to assess effectively. He rated himself overall as 24/24. Showing a 3 or 2 point increase in every area.</p>	
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			<p>The class teacher stated that 'they have increased their level of engagement, developed collaborative and problem solving abilities and improved cross curricular maths skills. He stated that he understands the schemes well and how to identify potential pitfalls in lessons. Any tips and advice appreciated. Good to see lesson developed by expert in the area.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Class teacher wanted ideas for a range of activities, know to develop children's skills and how to make cross curricular links in PE. She wanted the children to develop their listening and teamwork skills.</p>	3	<p>PASS staff to plan and deliver Year 3 OAA lessons working alongside class teacher and supporting adult to increase knowledge, skills and confidence to deliver high quality PE lessons. The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities and problem solving. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging. The children have also started to look at cardinal and ordinal compass directions and had their first opportunity to take part in cone orienteering and take part in some simple map work</p>	<p>Following lockdown the teacher rated the children: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 2/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4</p> <p>After 4 weeks of support the class teacher rated the children as: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 2/4</p>	<p>PASS staff to work with a different year group in term 5. Class teachers to continue working from PASS SOW in term 5 and complete an interhouse orienteering competition.</p>

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		<p>All activities were broken down and progressed to develop staff subject knowledge and children's ability. Activities were differentiated by task, outcome, equipment and time. Activities were set up in a range of ways to maximise activity levels and avoiding children waiting.</p>	<p>Core skills: 2/4 Ability to collaborate/work with others: 4/4</p> <p>At the start of support the class teacher rated herself as having a 2/4 for confidence in teaching OAA effectively subject knowledge 2/4 for OAA, this included 2/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 11/24</p> <p>At the end of the 4 weeks of support the class teacher rated himself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 2/4 for OAA, this included 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 3/4 ability to</p>	
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			<p>assess effectively. She rated herself overall as 17/24.</p> <p>Class teacher stated that the children have gained improvements in collaboration, teamwork and problem solving. The class teacher stated she has gained most support with progression of skills and ideas for adapting other areas of the curriculum.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>The class teacher stated she wants more support in making OAA challenging and varied. She would like the children to be challenged and encourage enjoyment of the topic.</p>	3	<p>PASS staff to plan and deliver Year 4 OAA lessons working alongside class teacher and supporting adult to increase knowledge, skills and confidence to deliver high quality PE lessons began in term 2. The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities and problem solving. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging. Activities then developed their initial knowledge of map work and following routes introduced in term 2 by using compass directions, cone orienteering and leading into school site orienteering.</p>	<p>At the start of term 2 the class teacher rated herself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 for OAA, this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 15/24</p> <p>Following lockdown the teacher rated the children:</p>	<p>PASS staff to work with a different year group in term 5. Class teachers to continue working from PASS SOW in term 5.</p>

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			<p>Physical fitness: 2/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 2/4 Ability to collaborate/work with others: 3/4</p> <p>At the end of term 4 teacher rated the children: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 3/4 Ability to collaborate/work with others: 3/4 After 4 weeks the class teacher believes the children have made gains in their physical fitness and core skills.</p> <p>At the end of term 4 the class teacher rated herself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 for OAA, this included 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and</p>	
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			<p>3/4 ability to assess effectively. She rated herself overall as 18/24.</p> <p>The class teacher stated that the children have gained skills in teamwork and cooperation. The class teacher has gained strategies for extending OAA to make it fun and challenging. Confidence to challenge children and have higher expectations. A range of activities to meet all the elements of OAA.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Class teacher wanted children to be provided with opportunities to build up their fitness and team work collaboration skills. She had never taught OAA before so wanted to see how to teach and understand how to interpret the resources.</p>	3	<p>PASS staff to plan and deliver Year 4 OAA lessons working alongside class teacher and supporting adult to increase knowledge, skills and confidence to deliver high quality PE lessons, began in term 2. The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities and problem solving. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging. Activities then developed their initial knowledge of map work and following routes introduced in term 2 by using compass directions,</p>	<p>At the start of term 2 the class teacher rated herself as having an overall subject knowledge 1/4 for OAA, this included 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 1/4 ability to assess effectively. She rated herself overall as 7/24.</p>	<p>PASS staff to work with a different year group in term 5. Class teachers to continue working from PASS SOW in term 5.</p>

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		<p>cone orienteering and leading into school site orienteering.</p>	<p>Following lockdown the teacher rated the children: Physical fitness: 2/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4</p> <p>At the end of term 4 teacher rated the children: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 4/4 Core skills: 3/4 Ability to collaborate/work with others: 4/4</p> <p>After 4 weeks the class teacher believes the children have made gains in their physical fitness, resilience, core skills and ability to collaborate.</p> <p>At the end of term 4 the class teacher rated herself as having a 4/4 for confidence in teaching OAA effectively subject knowledge 4/4 for OAA, this included 4/4 for supporting the less able and</p>	
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			<p>developing the more able 4/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 4/4 ability to assess effectively. She rated herself overall as 24/24.</p> <p>'OAA has been brilliant for the children's teamwork and logistical skills. I think it has been really good for their listening and communication.'</p>	
Increase competitive opportunities	5	PASS staff to create, develop and lead a Year 4 orienteering interhouse competition for all pupils. Year 6 to take part in planned course.	All pupils in Year 4 and Year 6 had the experience of an intra school competition.	MCA staff to use the orienteering resources to lead an orienteering competition for all years.
Increased competitive opportunities	5 1	Term 4 Personal challenge created and sent to schools to decide how the PC will be sent to children in their schools.	More children and adults motivated to beat personal bests. Increased amount of competition.	Continue to set Personal Challenges in terms 5-6.
Introduce a broader range of sports and activities.	4	PASS staff to deliver Balancability bike training to all children in EYFS. Children from both reception classes participated in 5 balance ability sessions, throughout this course they developed various skills on the balance bikes including, pushing, gliding, steering, stopping and how to balance their body when	Overall most children improved their skills on the balance bikes, the majority of the year group showed an increased confidence on the bikes and applying their learnt skills	Further balancability to be scheduled for 2021-22

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		moving the bikes. They worked around a range of equipment to improve their steering and avoiding skills in order not to bump into other children or objects.	whilst moving around in different directions. Children should now be able to transfer the skills learnt on a balance bike onto their bike at home, showing an improved form when sitting on the bike as well as improved, balance, control and coordination.	
Deliver Fundamentals/BEAM support sessions to targeted pupils to increase control over gross motor skills.	4	Staff targeted Year 3 children who require additional support in fundamental movement skills. PASS staff to deliver weekly short sessions first thing in the morning. Children have so far begun work on their jumping and landing skills, throwing and catching and agility.	Pupils having additional opportunities to be physically active and improve their balance, agility and coordination skills. Improved confidence in their own ability and increased perseverance in PE. Aiming to increase their ability to control their bodies when linking movements.	Sessions to continue into term 5. Feedback to class teachers/SENCO.
Engage of all pupils in regular physical activity Introduce a broader range of sports and activities	1 4	PASS led lunchtime Dance/Aerobics on all playgrounds/astro on Wednesday lunchtimes This was completed via zoom for the 1 st two weeks of term and then face to face.	Increased physical activity levels amongst most children, reduced accidents and improved overall behaviour. Children from EYFS, KS1 & KS2 playground involved. MCA staff joining in and learning	PASS to continue to lead dance/aerobics on playground in Term 5.

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			ideas for dances to lead on other days.	
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