

## PASS Termly Impact Report Term 6 2020-21 Meopham Community Academy

INTENT	KEY INDICATOR	IMPLEMENTATION	IMPACT	SUSTAINABILITY
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport. Knowledge of progression of skills.</p> <p>Improve understanding of lesson structure and how to differentiate.</p>	3	<p>PASS Led Year 6 Athletics lessons working alongside class teacher.</p> <p>The class teacher has not taught PE independently for 4 years so required support in lesson structure and differentiation in particular. In preparation for sports day the class were led through shot put and javelin. The lessons also covered sustained running and pace judgement, developing and evaluating sprinting technique and improving jumping technique for long jump and triple jump.</p> <p>The class teacher was shown how to set up throwing activities using a throwing circling which maximises activity time, ensures safety and allows children to observe a partner more effectively. She was shown the progression for both push and pull throws which allowed the children to progress at the necessary level. The children took part in both short and longer distance running discussing the difference between the events and skills needed. The children worked collaboratively to pace set and judge pace.</p> <p>The group spent time discussing sprinting technique before analysing each others form and seeing how it might be improved. Jumping for distance was explored and the children attempted</p>	<p>At the start of term 6 the class teacher rated herself as having a 2/4 for confidence in teaching Athletics effectively subject knowledge 2/4 this included 1/4 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 12/24</p> <p>At the end of term 6 the class teacher rated herself as having a 3/4 for confidence in teaching Athletics effectively subject knowledge 3/4. 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 3-4/4 knowledge of resources and equipment and 3-4/4 ability to assess effectively. She rated herself</p>	<p>PASS staff to work with a different year group in term 6. Class teachers to continue working from PASS SOW in term 6.</p>

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		<p>a range of standing jumps, triple jumps and a 3 stride run up to long jump. The teacher was shown how to utilise equipment so children were motivated to beat PB's and measure each other's jumps.</p>	<p>overall as 19/24. This demonstrates a 7 point increase, including a 1 point increase in all 4 areas. The teacher stated "the progression of skills has given the children a deeper understanding, I have learnt how to sequence lessons and differentiate.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Development of assessment and whole child – holistic approach.</p>	3	<p>PASS Led Year 6 Athletics lessons working alongside class teacher.</p> <p>In preparation for sports day the class were led through shot put and javelin. The lessons also covered sustained running and pace judgement, developing and evaluating sprinting technique and improving jumping technique for long jump and triple jump.</p> <p>The class teacher was shown how to set up throwing activities using a throwing circling which maximises activity time, ensures safety and allows children to observe a partner more effectively. He was shown the progression for both push and pull throws which allowed the children to progress at the necessary level. The children took part in both short and longer distance running discussing the difference between the events and skills needed.</p>	<p>At the start of term 6 the class teacher rated himself as having an overall subject knowledge 3/4 for Athletics, 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 assess effectively. He rated himself overall as 18/24.</p> <p>At the end of term 6 the class teacher rated himself as having a 4/4 for confidence in teaching Athletics effectively subject knowledge 4/4. 4/4 for</p>	<p>PASS staff to work with a different year group in term 1</p> <p>Class teachers to continue working from PASS SOW in term 1.</p> <p>Class teacher suggested some support with Dance would be helpful in the future.</p>

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		<p>The children worked collaboratively to pace set and judge pace.</p> <p>The group spent time discussing sprinting technique before analysing each others form and seeing how it might be improved.</p> <p>Jumping for distance was explored and the children attempted a range of standing jumps, triple jumps and a 3 stride run up to long jump.</p> <p>The teacher was shown how to utilise equipment so children were motivated to beat PB's and measure each other's jumps.</p>	<p>supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 4/4 ability to assess effectively.</p> <p>He rated himself overall as 24/24. This demonstrates a 1 point increase in all 4 areas.</p> <p>The teacher stated "the access to in-depth tactical/technical knowledge definitely saw progress throughout lessons. He states that he will use the range of ideas/progressions and wider use of different equipment in the future"</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Increase competitive opportunities</p>	<p>3</p> <p>5</p>	<p>Sports Day support was offered across YR, 2, 3 &amp; 4. PASS supported the class teachers in the different events, setting up and place judging track events.</p>	<p>Staff were more supported, events ran to time.</p>	<p>Support future events and sports days ad required.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 5 Tennis lessons working alongside class teacher. The teacher was shown how to set up a range of activities to develop</p>	<p>At the start of support the class teacher rated herself as having a 2/4 for confidence in</p>	

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<p>Increased competitive opportunities</p>	<p align="center">5</p>	<p>children's forehand, backhand, volleying and rallying skills. Teaching points were well explained and skills broken down to cater for all abilities. A range of tennis linked warm up were shown linked to the main body of the lesson. The children had opportunities to beat personal bests through personal challenges and rallying challenges.</p> <p>In the final lesson the class teacher was shown how to set up a range of different tennis activities using skills learnt. Tennis tape was used across the playground at various heights to support and challenge.</p>	<p>teaching Games/Tennis effectively subject knowledge 1/4 for Tennis this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 12/24</p> <p>At the end of the 6 weeks of support the class teacher rated herself as having a 4/4 for confidence in teaching Tennis effectively subject knowledge 4/4 for Tennis, this included 3/4 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. She rated herself overall as 23/24. This demonstrates an 11 point increase.</p> <p>The class teacher stated that she enjoys the continued professional development</p>	
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			<p>delivered from PASS ('Sarah is amazing!') 'Each term I feel more confident in teaching P.E.</p> <p>The class teacher stated that PASS' support has impacted the children the most through discussion skills and self assessing their abilities and mentoring their own abilities. She stated that she has gained lots of ideas for starters and different activities – also the teaching progression across the term through a subject.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Increase knowledge of how to challenge children and extend their skills. Strategies for children who need focused support.</p>	3	<p>PASS led Year 5 Tennis lessons working alongside class teacher. The teacher was shown how to set up a range of activities to develop children's forehand, backhand, volleying and rallying skills. Teaching points were well explained and skills broken down to cater for all abilities. A range of tennis linked warm up were shown linked to the main body of the lesson. The children had opportunities to beat personal bests through personal challenges and rallying challenges.</p> <p>In the final lesson the class teacher was shown how to set up a range of different tennis activities using skills learnt. Tennis tape was used across</p>	<p><b><i>Unfortunately member of staff still has form.</i></b></p> <p>At the start of support the class teacher rated herself as having a /4 for confidence in teaching Games effectively subject knowledge /4 for Tennis, this included /4 for supporting the less able and developing the more able /4 for progression of skills in this activity area, /4 knowledge of resources and equipment and 4 ability to assess effectively. She rated herself overall as /24.</p>	<p>PASS staff to work with a different year group in term 1. Class teachers to continue working from PASS SOW in term 1..</p>

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		the playground at various heights to support and challenge.		
Increased competitive opportunities	5	PASS set up Kent School Games Tennis challenges for the Year 5 classes and submitted the results.	All children in Year 5 took part in an intra school competition and 3 girls and 3 boys results were sent in as inter school data.	Continue to enter virtual and face to face competitions next year.
Increased competitive opportunities	5	PASS spoke to support staff about LD Cross Country and helped to assist in obtaining scores to send.	2 x Y4 SEN children took part in the inter school virtual competition. Pupil won his category.	Continue to promote and hopefully enter inclusion events across other year groups next academic year.
Increased competitive opportunities	5 1	Term 6 Personal challenge created and sent to schools to decide how the PC will be sent to children in their schools.	More children motivated to beat personal bests. Increased amount of competition.	Continue to set Personal Challenges in terms 6.
Deliver Fundamentals/BEAM support sessions to targeted	4	Staff targeted Year 3 children who require additional support in fundamental movement skills.	Pupils having additional opportunities to be physically	Sessions to continue into term 1 with children SENCO wants to

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pupils to increase control over gross motor skills.		PASS staff to deliver weekly short sessions first thing in the morning. Children have developed their coordination, balance, agility, decision making, cooperation with others and control.	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.	target. 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 and parachute games EYFS/KS1 playgrounds on Wednesday lunchtimes.	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 ideas for dances to lead on other days.	PASS to continue to lead dance/aerobics on playground in Term 1, with a second member of staff now more involved too.
Engage pupils in regular physical activity.  Introduce a broader range of sports and activities.  Improve core skills in KS1	1  4	Year 1 & 2 Tennis extra curricular after school club. Activities covered included; throwing and catching games, coordination activities, agility games, floor tennis, personal challenges and throw tennis.	18 children regularly participated in the after-school club.	PASS staff to lead extra curricular club in Term 1.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led training for PE SL on completing 'evidencing the impact document' and other essential end of year information.	PASS end of term impact reports add value to overall document.	PASS to meet with R.S when appropriate to discuss further preparation required.

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