

Termly Impact Report 2022-23
School Name: Meopham Community Academy

INTENT	KI	IMPLEMENTATION	IMPACT	SUSTAINABILITY/NEXT STEPS
To support children in Year 1 who have been identified as needing support with 'hands' in PE lessons.		KS1 BEAM intervention group identified by SD. 6 x weeks of 30 minute BEAM sessions with identified Y1 children.	Each week the children's progress is written up on a crib sheet and at the end of the term this is shared with SD. Certain shapes, balances are reinforced each week to improve their movement memory and ability to control their bodies.	Information is fed back to SD, identified issues shared with 1-1, class teachers and SENCO. New group identified for term 2.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	<p>PASS led Year 3 Gymnastics</p> <p>PASS led Year 3 Gymnastics lessons utilising plans from both unit 2 to ensure a range of key skills. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions and linking rolls together, jumping and landing safely, showing a range of shapes and turns when jumping, improving how the enter and exit balances. The children have had opportunities develop their physical skills along with developing the use of language used to describe and explain gymnastics skills and sequences and the ability to work cooperatively with a partner and small group. In the final 2 lessons the teachers were shown how to set</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 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 developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 15/24</p> <p>Still awaiting staff feedback.</p>	<p>PASS staff to continue working with PASS SOW in term 2.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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		<p>up 5 different apparatus stations allowing for a range of entrances and exits. The children explored with the brains and bodies how to develop the skills learnt across the term and how to link them in a sequence. Challenge of using apparatus was discuss with the children and adults. Photographs were taken of each apparatus station and this group worked in teams to set up the apparatus in their final lessons as per photograph.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'feeling safe and confident using equipment.' She asked for support with 'more confident to develop the more able.'</p>		
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 3 Gymnastics</p> <p>PASS led Year 3 Gymnastics lessons utilising plans from both unit 2 to ensure a range of key skills. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions and linking rolls together, jumping and landing safely, showing a range of shapes and turns when jumping, improving how the enter and exit balances. The children have had opportunities develop their physical skills along with</p>	<p>At the start of the support the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 this included 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 4/4 knowledge of developing PE to the whole child and 4/4 ability to assess effectively. She rated herself overall as 20/24</p>	<p>PASS staff to continue working with PASS SOW in term 2.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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		<p>developing the use of language used to describe and explain gymnastics skills and sequences and the ability to work cooperatively with a partner and small group. In the final 2 lessons the teachers were shown how to set up 5 different apparatus stations allowing for a range of entrances and exits. The children explored with the brains and bodies how to develop the skills learnt across the term and how to link them in a sequence. Challenge of using apparatus was discuss with the children and adults. Photographs were taken of each apparatus station and this group worked in teams to set up the apparatus in their final lessons as per photograph.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'extending and challenging to make good progress.' She asked for support with 'knowing how to challenge and support HA/LA.'</p>	<p>At the end of term 1 the class teacher rated herself as having a4 /4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 for 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 developing the whole child through PE and 4/4 ability to assess effectively. She rated herself overall as 23/24.</p> <p>The teacher stated that the support has impacted the children most by challenging HAPs, taught key vocabulary and can explain creative process of linking moves.' The teacher stated that what she gained most from PASS' support was 'how to challenge HAPs, how to change LI for all abilities, effective ways of setting up apparatus, key vocabulary.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 2 Gymnastics</p> <p>PASS led Year 2 Gymnastics following lesson plans mainly from unit 2. The class and class teacher were led through a range of gymnastic abilities to include; rocking and sideways rolling, forward roll progressions,</p>	<p>At the start of the support the class teacher rated herself as having a 2-3/4 for confidence in teaching Gymnastics effectively subject knowledge 2/4 this included 2-3/4 for supporting the less</p>	<p>Class teacher to continue working from PASS SOW in term 2 and beyond.</p>

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	<p>jumping and landing, balancing and linking different skills together smoothly. The teacher was shown a range of different progressions for the key skills to support the lower ability children and to progress the higher ability children. Floorwork was developed by using a range of apparatus and the class teacher was shown how to set it up in challenging and creative ways.</p>	<p>able and developing the more able 3/4 for progression of skills in this activity area, 3/4 knowledge of developing PE to the whole child and 4/4 ability to assess effectively. She rated herself overall as 17/24</p> <p>At the end of term 1 the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 for 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 developing the whole child through PE and 4/4 ability to assess effectively. She rated herself overall as 19/24.</p> <p>The teacher stated that the support has impacted the children most by 'Having time this term to step back and understand progression of skills and understand and embed terminology into lessons. The teacher stated that what she gained most from PASS' support was 'Feeling more comfortable correcting children if they need correcting.'</p>	<p>Class teacher to attend future PASS CPD as required.</p> <p>Class teacher stated she would like support with outdoor lessons/generic games/warm ups to display skills.</p> <p>'Interesting to see an outdoor lesson which Sarah delivered and I then replicated it and it went well.'</p>
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<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p align="center">3</p>	<p>PASS led Year 2 Gymnastics</p> <p>PASS led Year 2 Gymnastics following lesson plans mainly from unit 2. The class and class teacher were led through a range of gymnastic abilities to include; rocking and sideways rolling, forward roll progressions, jumping and landing, balancing and linking different skills together smoothly.</p> <p>The teacher was shown a range of different progressions for the key skills to support the lower ability children and to progress the higher ability children. Floorwork was developed by using a range of apparatus and the class teacher was shown how to set it up in challenging and creative ways.</p> <p>Unfortunately a number of indoor lessons were missed due to the hall being used so the class teacher was shown a range of games activities to develop their fundamental movement skills along with basic knowledge of attacking and defending.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'knowing how to progress skills safely within PE lessons' She asked for support with 'confidence to deliver effective gymnastics lessons.'</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Gymnastics effectively subject knowledge 2-3/4 this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 2/4 knowledge of developing PE to the whole child and 2/4 ability to assess effectively. She rated herself overall as 12.5/24</p> <p>At the end of term 1 the class teacher rated herself as having a /34 for confidence in teaching Gymnastics effectively subject knowledge 3/4 for 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 developing the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 18/24.</p> <p>The teacher stated that the support has impacted the children most by 'It has given a variety of opportunities to</p>	<p>PASS staff to continue working with PASS SOW in term 2.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p> <p>The trainee teacher stated that she would like to see more lessons with games., perhaps with a older class to see where Y2 would progress to.</p>
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			<p>practice and challenge their skills and the way their bodies move.’ The teacher stated that what she gained most from PASS’ support was ‘confidence to deliver an effective lesson and to progress the children’s skills.</p> <p>At the start of term 1 the trainee teacher rated herself as having a 1/3 for confidence in teaching Gymnastics effectively subject knowledge 1/4 for 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 developing the whole child through PE and 1/4 ability to assess effectively. She rated herself overall as 8/24.</p> <p>At the end of the support the trainee teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 this included 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 2/4 knowledge of developing PE to the whole child and 2/4 ability to assess</p>	
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			<p>effectively. She rated herself overall as 16/24</p> <p>The teacher stated that the support has impacted the children most by 'They have been able to learn how to use the apparatus and use it safely. They know lots of different jumps and rolls.' The teacher stated that what she gained most from PASS' support was 'I can see how to control a PE lesson. The use of LO and having child facilitators'</p>	
<p>Increase the range of activities on offer.</p> <p>Increase physical activity rates during the school day</p>	<p>4</p> <p>1</p>	<p>Year 5 & 6 Lunchtime Basketball Club & Year 5 & 6 Girls Football Club</p> <p>3 x weeks of Year 5 & 6 BBball</p> <p>3 x weeks of Year 5 & 6 Girls Football</p>	<p>Increased number of children active at lunchtimes supporting the school's 30-minute offer.</p>	<p>Continue to lead of support Wednesday lunch time clubs to engage more child ren and to increase activity levels.</p>
<p>Increase the range of activities on offer.</p> <p>Increase physical activity rates outside of the school day working towards 60 mins.</p>	<p>4</p>	<p>Year 3 & 4 After school Basketball Club</p>	<p>16 children attended regularly. Basic skill of passing, dribbling, getting free and moving into space, marking and shooting have been developed. Children have applied the skills in game situations.</p>	<p>PASS to lead Y1&2 Sports Club in Term 2 to engage more children in physical activity and to expose them to a range of different sports and activities.</p>



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