

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

INTENT	KI	IMPLEMENTATION	IMPACT	SUSTAINABILITY/NEXT STEPS
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led and team teaching Year 4 Gymnastics lessons utilising plans from unit 2 following on from class teacher taught unit 1.</p> <p>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 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</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 2/4 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 effectively. She rated herself overall as 15/24</p> <p>At the end of term 2 the class teacher rated herself as having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 for 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 developing the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 22/24.</p> <p>This demonstrates a 7 point increase</p>	<p>PASS staff to continue working with PASS SOW in term 3.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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		<p>to impact the children the most by 'developing core strength and balance.' She asked for support with 'differentiation and effective assessment.'</p>	<p>including 1-2 marks across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'knowledge of rolls and balances, partner work, application of skills to apparatus.</p> <p>The teacher stated that what she gained most from PASS' support was 'more confident in how to set up a gym lesson with apparatus. Enjoyed learning how best to get children to set up so that time is used more effectively. Also how to utilise partner work in gym.</p> <p>Good to see progression of skills each week.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led Year 4 Gymnastics lessons utilising plans from unit 2 to ensure a range of key skills.. 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</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 2/4 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 3/4 ability to assess</p>	<p>PASS staff to continue working with PASS SOW in term 3.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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		<p>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>effectively. She rated herself overall as 14/24</p> <p>Unfortunately, still awaiting class teacher feedback.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led and team teaching Year 1 Gymnastics</p> <p>PASS led Year 1 Gymnastics following lesson plans mainly from unit 2. The class and class teacher were led through a range of gymnastic abilities to include; rocking different body parts and on different directions and sideways rolling, balancing, jumping in different ways 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>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, 2/4 knowledge of developing PE to the whole child and 2/4 ability to assess effectively. She rated herself overall as 16/24</p>	<p>Class teacher to continue working from PASS SOW in term 2 and beyond.</p> <p>Class teacher to attend future PASS CPD as required.</p>

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		<p>The class teacher stated that she wants PASS support to impact the children the most by 'how to increase head/heart/hands understanding She asked for support with 'how to manage logistics of PE lessons.'</p>	<p>At the end of term 2 the class teacher rated herself as having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 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 24/24. This demonstrates an 8 point increase, including a 1-2 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'challenging those who have good knowledge of Gymnastics.' The teacher stated that what she gained most from PASS' support was 'subject knowledge specific to gymnastics.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p align="center">3</p>	<p>PASS led and team teaching Year 1 Gymnastics</p> <p>PASS led Year 1 Gymnastics following lesson plans mainly from unit 2. The class and class teacher were led through a range of gymnastic abilities to include; rocking different body parts and on different directions</p>	<p>At the start of the support the class teacher rated herself as having a 1/4 for confidence in teaching Gymnastics effectively subject knowledge 1/4 this included 1/4 for supporting the less able and developing the more able 1/4 for</p>	<p>PASS staff to continue working with PASS SOW in term 3.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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	<p>and sideways rolling, balancing, jumping in different ways 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>The class teacher stated that she wants PASS support to impact the children the most by 'developing gross motor skills, coordination and stretching the more able. She asked for support with 'a secure understanding of how to progress a gymnastics lesson.'</p>	<p>progression of skills in this activity area, 1/4 knowledge of developing PE to the whole child and 1/4 ability to assess effectively. She rated herself overall as 6/24</p> <p>At the end of term 2 the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 2/4 for 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 the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 16/24.</p> <p>The teacher stated that the support has impacted the children most by 'the children have learnt how to copy movements and balances. This is helping their memory aswell as motor skills.</p> <p>The teacher stated that what she gained most from PASS' support was 'I have gained an understanding of how to identify abilities for assessment e.g. how to look for assessment e.g. how to</p>	<p>The class teacher expressed wanting further support with OAA in the future.</p>
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			look for skills shown by more able.	
<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 Girls Football Club</p> <p>Support Year 5 & 6 girls football club – setting up activities and conditioned games.</p>	<p>Increased number of children active at lunchtimes supporting the school's 30-minute offer.</p>	<p>Continue to support Wednesday lunch time clubs to involve more children 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 1 & 2 After school Sports Club</p> <p>PASS led after school sports club covering a range of different activities to develop interest in different sports and increase physical activity levels.</p>	<p>16 children attended regularly.</p> <p>Children increased activity levels on a weekly basis. Children improved their fundamental movement skills and transferred them across different sports and activities.</p>	<p>PASS to lead future extra curricular clubs in Term 3 and beyond. Year 5 Sports Club.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS to deliver PE training in staff meeting to cover; questioning, assessment and progression of skills using a games lesson as a theme.</p>	<p>Staff feel more knowledgeable about the head/heart/hands concept and how 'Learning Questions' can be personalised to suit their individual classes.</p> <p>Staff enjoyed the practical session and could see how it would work for their individual classes incorporating key</p>	<p>PASS to continue to lead and support PE staff training where required.</p> <p>PASS and SL to continue to monitor quality of PE lessons being delivered.</p>

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