

**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 Year 4 Striking &amp; Fielding following PASS scheme of work.</p> <p>The children have acquired and developed key skills in fielding a ball travelling along the floor using different methods, throwing and catching in different ways, bowling and batting in rounders and cricket. They have also explored batting in both rounders and cricket using different equipment to adapt. Children have had the opportunity to select and apply key striking and fielding skills through conditioned rounders and cricket games such as; throw cricket, rapid fire cricket, diamond cricket, caterpillar rounders, pairs cricket.</p> <p>The children have been introduced to a range of cricket and rounders rules through learning how to play adapted versions of the game and how they can apply tactics.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'learning transferable skills for games.' She asked for support with 'challenging the more able and supporting the less able.'</p>	<p>At the start of the support the class teacher rated herself as having a 3/4 for confidence in teaching Games/Striking &amp; Fielding 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 16/24</p> <p>At the end of term 5 the class teacher rated herself as having a 4/4 for confidence in teaching Games / Striking &amp; Fielding 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, 4/4 knowledge of developing the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 20/24. This demonstrates a gain of 4 marks including an increase of across all teaching and learning areas,</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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			<p>The teacher stated that the support has impacted the children most by 'mini games have really developed batting and fielding skills.'</p> <p>She stated what she has gained the most from PASS' support is 'how to develop rounders and cricket skills without just playing traditional rounders games. Working with PASS has been great and I have learnt a lot about effective PE practice.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led Year 4 Striking &amp; Fielding lessons following PASS scheme of work.</p> <p>The children have acquired and developed key skills in fielding a ball travelling along the floor using different methods, throwing and catching in different ways, bowling and batting in rounders and cricket. They have also explored batting in both rounders and cricket using different equipment to adapt. Children have had the opportunity to select and apply key striking and fielding skills through conditioned rounders and cricket games such as; throw cricket, rapid fire cricket, diamond cricket, caterpillar rounders, pairs cricket.</p> <p>The children have been introduced to a range of cricket and rounders rules through learning how to play</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Games 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, 1/4 knowledge of developing PE to the whole child and 2/4 ability to assess effectively. She rated herself overall as 11/24</p> <p>At the end of term 6 the class teacher rated herself as having a 3/4 for confidence in teaching Games effectively subject knowledge 3/4 for 3/4 for supporting the less able and</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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		<p>adapted versions of the game and how they can apply tactics.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'improving confidence, team work' She asked for support with 'skill progression, including all children.'</p>	<p>developing the more able 4/4 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 19/24. This demonstrates a gain of 8 marks, demonstrating an increase across all teaching and learning areas.'</p> <p>The teacher stated that the support has impacted the children most by 'applying skills learnt into conditioned games, gaining in confidence and enjoyment for PE.'</p> <p>She stated what she has gained the most from PASS' support is 'structuring effective PE lessons, skill progression and adapted games to keep lessons fun.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 6 example Cricket lessons.</p> <p>The class and class teacher have been led through an inclusive set of cricket lessons. The children have acquired and developed key skills in fielding a ball</p>	<p>At the start of the support the class teacher rated himself as having a 2/4 for confidence in teaching Games/Cricket effectively subject knowledge 2/4 this included 2/4 for</p>	<p>Class teacher to attend PASS CPD as required.</p>

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	<p>travelling along the floor using different methods, throwing and catching in different ways, bowling and batting in cricket.</p> <p>Children have had the opportunity to select and apply key striking and fielding skills through conditioned cricket games such as; throw cricket, rapid fire cricket, diamond cricket and pairs cricket.</p> <p>The class teacher has been shown how activities and games can be adapted by equipment, task, outcome, and people.</p> <p>The class teacher stated that he wants PASS support to help the children to 'develop their skills and improve techniques.'</p> <p>She stated she wanted the support to help her by 'understanding subject knowledge/technical vocabulary.'</p>	<p>supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 2-3/4 knowledge of developing PE to the whole child and 2/4 ability to assess effectively. He rated himself overall as 12.5/24</p> <p>At the end of term 6 the class teacher rated herself as having a 3/4 for confidence in teaching Games 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, 4/4 knowledge of developing the whole child through PE and 3/4 ability to assess effectively. He rated herself overall as 19/24. This demonstrates a gain of 6.5 marks, including a point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'development of skills which has increased progress of all children.'</p> <p>He stated what she has gained he most from PASS' support is 'subject</p>	<p>Class teacher to continue working from PASS schemes of work across other activity areas.</p> <p>Class teacher has requested support with outdoor PE ideas.</p>
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			knowledge, how to develop key skills, supporting less able.'	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	<p>PASS led Year 6 example Cricket lessons.</p> <p>The class and class teacher have been led through an inclusive set of cricket lessons. The children have acquired and developed key skills in fielding a ball travelling along the floor using different methods, throwing and catching in different ways, bowling and batting in cricket.</p> <p>Children have had the opportunity to select and apply key striking and fielding skills through conditioned cricket games such as; throw cricket, rapid fire cricket, diamond cricket and pairs cricket.</p> <p>Correct terminology has been used throughout to improve their knowledge of skills, rules and tactics.</p> <p>Activities and games have been adapted by equipment, task, outcome, and people.</p>	<p>Many of the children have gained confidence in batting in cricket. More children now understand how to play pairs cricket and can play following rules effectively and score for themselves. Most children play demonstrating tactical knowledge to ensure they work more effectively as a fielding team and a batting pair.</p> <p>More children have improved their ability to express their opinions using more technical language.</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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Increased number of competitive opportunities	5	PASS to plan and lead a Year 4 intra house Cricket tournament allowing children to select and apply skills learnt across the term.	All of the children in Year 4 were involved in the intra house tournament. Increased school games data.	PASS to continue to plan and lead Intra school competition for other year groups.
Increased number of competitive opportunities	5	PASS to plan and lead a Year 6 intra house Cricket tournament allowing children to select and apply skills learnt across the term.	All of the children in Year 6 were involved in the intra house tournament. Increased school games data. Increased number of competitive opportunities	PASS to continue to plan and lead Intra school competition for other year groups.
Increased number of competitive opportunities	5	PASS to support teams at the Golden Games Athletics competition	5 children from Y3-6 were involved in a range of Athletics events against other trust schools.	PASS to continue supporting inter trust competitions where necessary.
Increase the range of activities on offer at lunchtimes		PASS to lead Athletics trials for the Golden Games for Year 3 & 4.	Increased range of different physical activities on offer.	PASS to continue supporting inter trust competitions where necessary.
Increase the broad range of activities on offer outside the school day.	4	PASS to deliver Year R sports/multi skills extra-curricular club.	18 children have regularly attended the club. They have increased their knowledge of cricket rules, tactics ad skills and different athletic events. Increased amount of regular physical activity Increased intra school competition.	PASS to lead future extra curricular clubs in Term 1.

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		PASS to support PE Lead with completing School Games Mark application.	Aiming for Gold award for the first time. PE lead feels more secure in the application process.	Continue to maintain gold next academic year.