

Termly Impact Report Term 1 2020-21
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 align="center">3</p>	<p>PASS led Year 2 Athletics</p> <p>Throughout the term PASS staff have led a unit of Covid-19 safe Athletics activities to the class teacher, TA's and children. This activity was chosen as many children would not of had the opportunity to take part in Athletics during the summer term in Year 1 and it was felt that it was an activity that could be more easily delivered safely.</p> <p>The lessons involved staff developing their subject knowledge across a range of fundamental movement skills required for athletics events such as; running for speed, sustained running, jumping in different ways and remembering jumping patterns, Jumping for distance and height, throwing in different ways including 2 handed chest push and pull throws.</p> <p>The staff were shown how to set up activities safely which allowed for children to progress at their necessary level whilst maximising activity levels. Skills were broken down and gradually progressed to allow for deeper understanding and development.</p> <p>Warm ups were always linked to the main body of the lesson and a range of equipment was used to allow for differentiation.</p>	<p>At the start of the term the class teacher rated herself as having a 2/4 overall for confidence in teaching Athletics, 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, knowledge of resources and equipment and 2/4 ability to asses effectively. She rated herself overall as 12/24.</p> <p>At the end of the term the teacher rated herself as having a 3/4 overall for confidence in now teaching Athletics this included 3/4 for subject knowledge, 3/4 progression of skills, 3/4 developing the more able and supporting the less able, 3/4 for knowledge of resources and equipment and 3/4 for ability to assess effectively increasing her score to 18/24 overall this means a 1 point increase and a point increase in every teaching and learning area.</p> <p>The class teacher stated that PASS' support has impacted the children the most from well resourced lessons, set</p>	<p>Class teacher to continue working from PASS SOW in Term 2.</p> <p>Class teacher to attend PASS training as required. Discuss with PASS any questions about future activities they will be delivering.</p> <p>Class teacher stated she would like further support with Dance in the future.</p>

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			<p>up in advance. Good pace for less chance of behavioural issues.</p> <p>She stated what she has gained most from PASS' support is 'new and more ideas to develop skills which are fun and achievable.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led Year 2 Athletics Throughout the term PASS staff have led a unit of Covid-19 safe Athletics activities to the class teacher, TA's and children. This activity was chosen as many children would not of had the opportunity to take part in Athletics during the summer term in Year 1 and it was felt that it was an activity that could be more easily delivered safely.</p> <p>The lessons involved staff developing their subject knowledge across a range of fundamental movement skills required for athletics events such as; running for speed, sustained running, jumping in different ways and remembering jumping patterns, Jumping for distance and height, throwing in different ways including 2 handed chest push and pull throws.</p> <p>The staff were shown how to set up activities safely which allowed for children to progress at their necessary level whilst maximising activity levels. Skills were broken down and gradually progressed to allow for deeper understanding and development.</p>	<p>At the start of the term the class teacher rated herself as having 1/4 for confidence in teaching Athletics effectively, 1/4 for subject knowledge 2/4 for supporting the less able and developing the more able 2 /4 for progression of skills in this activity area, 2/4 for knowledge of resources and equipment and 2/4 ability to asses effectively. She rated herself overall as 10/24.</p> <p>She stated she wanted more support in all activity areas particularly teaching outdoor PE.</p> <p>At the end of the term the teacher rated herself as having a 3/4 for confidence in teaching Athletics this included 3/4 for subject knowledge, 3/4 progression of skills, 3/4</p>	<p>Class teacher to continue working from PASS SOW in Term 2.</p> <p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher has requested more support with teaching Dance and Games.</p>

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		<p>Warm ups were always linked to the main body of the lesson and a range of equipment was used to allow for differentiation.</p>	<p>developing the more able and supporting the less able, 3/4 for knowledge of resources and equipment and 3/4 for ability to assess effectively increasing her score to 18/24 overall this means a 1 and 2 point increase across every teaching and learning area.</p> <p>The class teacher stated that PASS' support has impacted the children the most by; 'The children have absolutely loved the range of lessons this term. The progression of skills has impacted them the most and really built my confidence.'</p> <p>She stated what she has gained most from PASS' support is 'Confidence in teaching different skills and differentiating them appropriately.</p>	
<p>Increased opportunity to take part in competitive opportunities</p>	<p>5</p>	<p>Year 2 Intra School Athletics competition In the final lessons all children in Year 2 took part in an interhouse Athletics competition. This allowed all children to compete against their peers and enjoy beating personal bests. PASS staff to plan and deliver event.</p>	<p>All children in Year 2 involved in an intra school competition. Increasing School Games data. Staff shown how to deliver an intra school competition which could be repeated again with other activities in a different term.</p>	<p>Results shared on school website and with parents. MCA to repeat intra school competitions with Year 2 in other terms and in other activities across the year. PASS staff to support where required.</p>

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<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 5 Athletics lessons Outdoor Athletics (where possible) was delivered following discussions with class teachers regarding safety and the children missing the summer term in Year 4.</p> <p>The class teacher and children were led through a unit of athletics to develop skills in a range of events such as; developing techniques in sprinting, cooperating with teams in relays to make effective baton exchanges, shot put technique, pull technique required for javelin, developing their ability to pace accurately and pace judgement, developing ability to jump for distance and combination jumps.</p> <p>All skills were broken down and progressed to develop staff subject knowledge and children's ability.</p> <p>Activities were always set up to develop children's personal bests and improve teamwork. Activities were differentiated by task, outcome, equipment and time.</p> <p>Activities were set up in arrange of ways to maximise activity levels and avoiding children waiting.</p>	<p>At the start of the term the class teacher rated herself as having a 2/4 for confidence in teaching Athletics effectively subject knowledge 2/4 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, knowledge of resources and equipment and 3/4 ability to asses effectively. She rated herself overall as 16/24.</p> <p>At the end of the term the teacher rated herself as having a 3/4 for confidence teaching Athletics this included 3/4 for subject knowledge, 4/4 progression of skills, 4/4 developing the more able and supporting the less able, 4/4 for knowledge of resources and equipment and 3/4 for ability to assess effectively increasing her score to 21/24 overall this means a 5 point increase .</p> <p>The class teacher stated that PASS' support has impacted the children the most by; The progression of skills within lessons and across a unit and the pace</p>	<p>Class teacher to continue working from PASS SOW in Term 2.</p> <p>Class teacher to attend PASS CPD as required.</p>
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			<p>of the lessons to keep everyone moving and engaged.'</p> <p>She stated what she has gained most from PASS' support is 'progress and pace'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 5 Athletics lessons Outdoor Athletics (where possible) was delivered following discussions with class teachers regarding safety and the children missing the summer term in Year 4.</p> <p>The class teacher and children were led through a unit of athletics to develop skills in a range of events such as; developing techniques in sprinting, cooperating with teams in relays to make effective baton exchanges, shot put technique, pull technique required for javelin, developing their ability to pace accurately and pace judgement, developing ability to jump for distance and combination jumps.</p> <p>All skills were broken down and progressed to develop staff subject knowledge and children's ability. Activities were always set up to develop children's personal bests and improve teamwork. Activities were differentiated by task, outcome, equipment and time. Activities were set up in arrange of ways to maximise activity levels and avoiding children waiting.</p>	<p>At the end of the term the teacher rated herself as having a 4/4 overall for confidence in teaching Athletics effectively, this included 4/4 for subject knowledge, 4/4 progression of skills, 4/4 developing the more able and supporting the less able, 4/4 for knowledge of resources and equipment and 4/4 for ability to assess effectively increasing her score to 24/24 overall</p> <p>The class teacher stated that PASS' support has impacted the children the most by; having a range of Athletic activities being introduced. Many encouraged to continue and take this further.'</p> <p>She stated what she has gained most from PASS' support is 'the organisation/set up of lessons.</p>	<p>Class teacher to continue working from PASS SOW in Term 2.</p> <p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher has requested more support with teaching Dance</p>

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Increased competitive opportunities	5	Year 5 Intra Class Competition In the final lessons PASS staff led a Year 5 class Athletics competition in a range of athletic s events that the children and staff had worked on through the unit of work; Long jump, javelin, shot put, sprint, relay, hurdles, speed bounce.	All children in Year 5 involved in an intra school competition. Increasing School Games data. Staff shown how to deliver an intra school competition which could be repeated again with other activities in a different term.	Results / photographs shared on school website and with parents. MCA to repeat intra school competitions with Year 5 in other terms and in other activities across the year. PASS staff to support where required.
Engage of all pupils in regular physical activity Introduce a broader range of sports and activities	1 4	PASS led lunchtime Dance/Aerobics on EYFS/KS1 playground 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 lead dance/aerobics on playground in Term 2. MCA staff to continue running dance/aerobics on playgrounds/astro on other days of the week.
Introduce a broader range of sports and activities Engage of all pupils in regular physical activity	4 1	PASS led Year 4 Sports extra-curricular club. Children led through a range of activities to develop their fundamental mivemental skills into linked actions and to develop their knowledge of attacking and defending tactics. The aim was also to introduce them to a range of different sports to see which they might like to continue taking part in outside of school. Children improved their ability to pass and move into space, dribbling and working in teams in conditioned	18 children regularly attended. More children from Year 4 involved in regular physical activity. Key skills improved, increase knowledge of other games activities, increase knowledge of rules for different sports, increased ability to play in teams, increased intra school	PASS to continue to lead the Year 4 extra-curricular club in T2 and repeat with Y3 in term 3 due to being oversubscribed.

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		Basketball activities. They were also introduced to Athletics activities through developing their ability to jump in different ways for distance using the long jump and triple jump techniques, hurdling, relay and javelin.	competition. Increased enjoyment of a different sports.	
Increased number of children involved in regular physical activity The profile of PE and sport is raised across the school as a tool for whole-school improvement	1 2	PASS staff arranged a meeting with The Hug Group to trial using Step Its pedometers in Year 6 to raise activity levels during the school day and to highlight sedentary times.	More children active during the school day in a bid to beat personal, bests and to work towards class/team totals in challenges. Children more knowledgeable about the importance of being physically active for 60 minutes per day, striving to beat themselves and values such as; determination, perseverance etc.	Moki Activity tracker bands to be used in Year 5 in a similar way. Potential to use activity trackers across while school to increase activity levels.
The profile of PE and sport is raised across the school as a tool for whole-school improvement	2	PASS staff to add Head, Heart, Hands information on PE noticeboard in the hall.	Visual representation of the cognitive, physical and social/emotional domains and how important high quality PE is to developing the whole child.	Regularly keep boards up to date, Staff meeting to discuss holistic concept and potential new assessment template.