



Termly Impact Report 2021-22
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 example Year 4 Gymnastics working from a range of unit 1 and 2 gymnastics activities. Following lockdown there are a number of gaps in gymnastics due to the lack of indoor PE.</p> <p>In the 1st part of the term the class and class teacher have explored the theme of 'taking weight' They have developed their knowledge of taking weight on different body parts when still and moving, encompassing both floor and apparatus work. The children and class teacher have been introduced to basic vaulting using benches and agility tables. The children vocabulary has been developed through repetition of gymnastics shapes and agilities in warm ups and when evaluating own and others work. In the second part of the term the children have explored rolling in different directions safely.</p> <p>The teacher has been shown how to progress skills at how to ensure children are both supported and stretched according to their ability. The teacher has been shown how to set up apparatus allowing for maximum physical activity using a variety of entrances and exits.</p> <p>The class teacher stated that she wants PASS support to improve pupil's core strength and control. She asked for support with how to progress gymnastics skills and best ways to structure a gymnastics lesson.</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 2/4 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 resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 13/24</p> <p>At the end of term 2 the class teacher stated having a 3/4 for confidence in teaching Gymnastics 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, 4/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 19/24. This demonstrates a gain of 6 marks.</p> <p>The teacher stated that the support has impacted the children most by</p>	<p>Class teacher to continue working from PASS sow in other PE activities.</p> <p>PASS to lead Gymnastics CPD as requested.</p> <p>PASS to work with different teacher and class in Term 3.</p>



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			<p>developing balancing skills and getting them to use their core muscles. Control and core skills had not previously been practiced so really good to develop this.' The teacher stated that what she gained most from PASS' support was 'watching how floor work is structured has been really useful, likewise apparatus work.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led example Year 4 Gymnastics - PASS led example Year 4 Gymnastics working from a range of unit 1 and 2 gymnastics activities. Following lockdown there are a number of gaps in gymnastics due to the lack of indoor PE.</p> <p>In the 1st part of the term the class and class teacher have explored the theme of 'taking weight' They have developed their knowledge of taking weight on different body parts when still and moving, encompassing both floor and apparatus work. The children and class teacher have been introduced to basic vaulting using benches and agility tables. The children vocabulary has been developed through repetition of gymnastics shapes and agilities in warm ups and when evaluating own and others work. In the second part of the term the children have explored rolling in different directions safely.</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 2-3 /4 for supporting the less able and developing the more able 2-3/4 for progression of skills in this activity area, 2-3/4 knowledge of resources and equipment and 2-3/4 ability to assess effectively. She rated herself overall as 12.5/24</p> <p>At the end of term 2 the class teacher stated having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge ¾ including 3/4 for supporting the less able and developing</p>	<p>Class teacher to continue working from PASS now in other PE activities. PASS to lead Gymnastics CPD as requested.</p> <p>PASS to work with different teacher and class in Term 3.</p>



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		<p>The teacher has been shown how to progress skills at how to ensure children are both supported and stretched according to their ability. The teacher has been shown how to set up apparatus allowing for maximum physical activity using a variety of entrances and exits.</p> <p>The class teacher wants the pupil to understand the importance of gymnastics and she wants to ensure that gymnastics is enjoyable and challenging for all children.</p>	<p>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. She rated herself overall as 18/24. This demonstrates a gain of 5.5 marks.</p> <p>The teacher stated that the support has impacted the children most by 'confidence with body control and use of apparatus, correct use of language and applying skills.'</p> <p>The teacher stated that what she gained most from PASS' support was 'using a range of apparatus effectively, engaging everyone successfully regardless of ability or confidence.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led example Year 6 Gymnastics lessons. PASS led the class and class teacher through a range of different gymnastics activities to ensure the children have the necessary foundations for KS3 and to ensure they are confident in their own ability.</p> <p>The class began the term working on vaulting. They were introduced to the concept of 'squat on vault' and used this technique to vault low and then higher level apparatus. The children also developed their knowledge of gymnastics shapes through jumping and</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 2-3/4 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 resources and equipment and 2/4 ability to assess</p>	<p>Class teacher to continue working from PASS sow in other PE activities.</p> <p>PASS to lead Gymnastics CPD as requested.</p> <p>PASS to work with different teacher and class in Term 3.</p>



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	<p>landing effectively. The children's ability to peer assess was developed through 'pupil gym judges' The children were supported to gain confidence and also stretched with some children working on squat through vaults. The class teacher was shown how to safely set up a vaulting lesson and the range of apparatus that could be used.</p> <p>The class and class teacher developed their subject knowledge of balancing and moving out of balances in creative ways. The children were given resources to support their learning and time to develop their own ideas.</p> <p>The concept of symmetry and asymmetry was also used to develop shapes and actions.</p> <p>The class teacher stated that she wanted the support to impact the children most through 'development of skills.'</p> <p>The class teacher stated she wanted support with 'progression of skills and differentiation.'</p>	<p>effectively. She rated herself overall as 13/24</p> <p>At the end of term 2 the class teacher teacher stated having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge $\frac{3}{4}$, including 3-4/4 for supporting the less able and developing the more able 3-4/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 19/24. This demonstrates a gain of 6 marks.</p> <p>The teacher stated that the support has impacted the children most by 'developing their skills and vocabulary.' The teacher stated that what she gained most from PASS' support was 'how to challenge and support as needed, structure of an effective lesson.'</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 example Year 6 Gymnastics lessons. PASS led the class and class teacher through a range of different gymnastics activities to ensure the children have the necessary foundations for KS3 and to ensure they are confident in their own ability.</p> <p>The class began the term working on vaulting. They were introduced to the concept of 'squat on vault' and used this technique to vault low and then higher level apparatus. The children also developed their knowledge of gymnastics shapes through jumping and landing effectively. The children's ability to peer assess was developed through 'pupil gym judges' The children were supported to gain confidence and also stretched with some children working on squat through vaults.</p> <p>The class teacher was shown how to safely set up a vaulting lesson and the range of apparatus that could be used.</p> <p>The class and class teacher developed their subject knowledge of balancing and moving out of balances in creative ways. The children were given resources to support their learning and time to develop their own ideas.</p> <p>The concept of symmetry and asymmetry was also used to develop shapes and actions.</p>	<p>At the start of the support the class teacher rated himself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 this included 4/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 3/4 ability to assess effectively. He rated herself overall as 19/24</p> <p>At the end of term 2 the class teacher stated having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 including 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 resources and equipment and 4/4 ability to assess effectively. He rated herself overall as 24/24. This demonstrates a gain of 5 marks.</p> <p>The teacher stated that the support has impacted the children most by 'gaining great knowledge of gymnastic skills and</p>	<p>Class teacher to continue working from PASS sow in other PE activities. PASS to lead Gymnastics CPD as requested.</p> <p>PASS to work with different teacher and class in Term 3.</p>
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			proper technique in preparation of secondary school. The teacher stated that what he gained most from PASS' support was 'progression and supporting the more able.'	
Increase the number of competitive opportunities	5	All children in Year 6 took part in an interhouse Basketball competition at the end of the unit of work.	Increased intra school competition data for school games mark. More children experiencing competition. Teacher and supporting adults observed how to set up an interhouse competition to mirror with other activities in the future.	Teachers to continue to run other intra school competition in other activities across the academic year.
Increased range of activities on offer outside of the school day	4	Year 4 Gymnastics Club – children to learn and develop a range of gymnastic skills to include; rolling, vaulting, balancing and partner balances and apparatus work.	18 children regularly attended. Increased skill level Increased amount of physical activity outside of the school day (60 mins per day.)	PASS to lead another extra-curricular club in Term 3.
Use PE as a tool for whole school improvement	2	PASS to support Sports Ambassadors at lunchtimes to ensure the games and activities are relevant and safe and they have enough ideas.	Sports Ambassadors have been working very hard in term 2 using skills learnt and creating own ideas for games and activities to do with younger pupils.	Continue to monitor effectiveness of programme. Ensure Sport Ambassadors continue to be motivated by using rewards.
Increase number of children involved in regular leadership	4			



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Discuss projects with PE lead to develop Life Skills award	2	PASS to meet with PSHE coordinator to look at links between KS2 PSHE curriculum and Life Skills award and pass on findings to PE lead.	Cross over in some areas of PSHE where elements of the journal can be completed. Crossovers in OAA and Fitness lessons.	Subject lead to decide when to begin programme, print journals for KS2 children and make staff aware.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led Primary Gymnastics Training available for all PASS schools to attend. Key gymnastics skills covered to develop staff confidence, knowledge and understanding in order to teach better quality gymnastics lessons.		