



**Termly Impact Report 2021-22 Term 3**  
**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 R Gymnastics lessons. The class, class teacher and supporting adults have been shown how to introduce and develop fundamental movement skills such as; creating big and small shapes, stretching and curling, jumping and landing safely, travelling in different ways.</p> <p>The teacher has been shown how to progress skills and 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. Warmups and cool downs have always been related to the theme of the lessons and children's knowledge and understanding has been recapped and progressed throughout the unit of work.</p> <p>In the last lesson unfortunately, we could not do indoor PE so instead staff asked for a multi skill lesson as this an activity that they will be covering next term. PASS set up a circuit of different activities was set up allowing for adults to observe and assess the children's needs and give them activity ideas for future lessons.</p> <p>The class teacher stated that she wants PASS support to develop children's core strength and challenge the most able.'</p> <p>She asked for support with developing more able skills and seeing variety of uses of simple equipment.</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 resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 16/24</p> <p>At the end of term 3 the class teacher stated having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 /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. She rated herself overall as 24/24. This demonstrates a gain of 8 marks, demonstrating an increase across all teaching and learning areas.</p>	<p>Class teacher to continue working from PASS sow in other PE activities.</p> <p>PASS to work with different teacher and class in Term 4.</p>



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			<p>The teacher stated that the support has impacted the children most by 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 R Gymnastics lessons. The class, class teacher and supporting adults have been shown how to introduce and develop fundamental movement skills such as; creating big and small shapes, stretching and curling, jumping and landing safely, travelling in different ways.</p> <p>The teacher has been shown how to progress skills and 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. Warm ups and cool downs have always been related to the theme of the lessons and children's knowledge and understanding has been recapped and progressed throughout the unit of work. In the last lesson unfortunately we could not do indoor PE so</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 2/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 16/24</p> <p>At the end of term 3 the class teacher stated having a 4/4 for confidence in teaching Gymnastics including 4/4 for</p>	<p>Class teacher to continue working from PASS now in other PE activities.          PASS to lead Gymnastics CPD as requested.</p> <p>Class teacher states she would like further support in a different area i.e. OAA.</p> <p>PASS to work with different teacher and class in Term 4.</p>



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		<p>instead staff asked for a multi skill lesson as this an activity that they will be covering next term. PASS set up a circuit of different activities was set up allowing for adults to observe and assess the children's needs and give them activity ideas for future lessons.</p> <p>The class teacher stated that she wants PASS support to develop children's core strength and challenge the most able along with supporting those that find the work tricky'          She asked for support with how to effectively structure lessons and progression.'</p>	<p>subject knowledge 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. She rated herself overall as 24/24. This demonstrates a gain of 8, increasing by 1 or 2 marks in every teaching and learning area.</p> <p>The teacher stated that the support has impacted the children most by 'children showing excellent control in movement and balance.' 'All able to access and progress.'          The teacher stated that what she gained most from PASS' support was 'confidence in use of a apparatus and extending 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 example Year 1 Gymnastics following a range of lessons from across unit 2. 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 including how to forward roll safe, Jumping in different ways and landing</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 2-3/4 this included 2-3/4 for supporting the less able and developing the more able 2-2-3/4 for progression of skills in this activity area, 2-3/4 knowledge of</p>	<p>Class teacher to continue working from PASS sow in other PE activities.          PASS to lead Gymnastics CPD as requested.</p> <p>Member of staff has requested support with outdoor PE lessons.</p>



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	<p>safely, travelling and balancing high and low and basic sequence building of linking key skills together. Copying simple sequences and remembering them. In the final 2 lessons 5 apparatus stations were set up to challenge the children's travelling and balancing skills and to explore how they move around on, under, through apparatus creatively and safely.</p> <p>The teacher stated that she wanted PASS' support to impact the children the most by 'keeping children engaged, learning different activities. To give them a safe and enjoyable experience.'</p> <p>The teacher stated that she wanted PASS' support to assist her the most by 'extending my knowledge to extend children's PE experiences. To increase my confidence to take PE lessons.'</p>	<p>resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 15/24</p> <p>At the end of term 3 the class teacher stated having a 3+/4 for confidence in teaching Gymnastics effectively subject knowledge 3+/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. She rated herself overall as 21/24. This demonstrates a gain of 6 marks, including an increase of 1-2 marks per teaching and learning area.</p> <p>The teacher stated that the support has impacted the children most by they have been able to access more activities and it has helped them realise how to use their bodies in a controlled and safe way.</p> <p>The teacher stated that what she gained most from PASS' support was 'becoming more confident in taking PE lessons safely and being able to sustain children's attention in the activities. Also</p>	<p>PASS to work with different teacher and class in Term 4.</p>
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			ensuring safety in the way children access PE. Furthermore it has enabled me to work with children's individual fitness achievements, extending their understanding and range of movements.	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led example Year 1 Gymnastics following a range of lessons from across unit 2. 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 including how to forward roll safely. Jumping in different ways and landing safely, travelling and balancing high and low and basic sequence building of linking key skills together. Copying simple sequences and remembering them. In the final 2 lessons 5 apparatus stations were set up to challenge the children's travelling and balancing skills and to explore how they move around on, under, through apparatus creatively and safely.	<p>The children now all know the main gymnastics shapes; tuck, star, straddle, pike, front and back support, dish and arch.</p> <p>The children know what an egg roll and log roll are and most can perform them with control and improved shape. A few can also perform controlled dish to arch rolls. All children can copy rocks on different body parts.</p> <p>All children know and can demonstrate how to land safely from the floor and from low level apparatus. Some can show improved height and shapes in the air. The children have improved their ability to travel in different ways on the floor and on, under, through apparatus safely. Most children can make comments about what they are seeing and some can use improved language to describe.</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 4.</p>



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Increased range of activities on offer outside of the school day	4	Year 5-6 Tag Rugby Lunchtime Club – children to learn and develop a range of skills to include; passing, tagging, dodging, attacking and defending, small and larger sided games	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 4.
Increased range of activities on offer outside of the school day	4	Year 3-4 Tag Rugby After school Club – children to learn and develop a range of skills to include; passing, tagging, dodging, attacking and defending, small and larger sided games	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 4.
Increase the number of competitive opportunities	5	All children in Year R & 1 took part in the Term 3 Personal Challenge – ‘Tuck in and out’ The children took part in the challenge at the start and towards the end of the term to ascertain progress made.	Increased intra school competition data for school games mark. More children experiencing competition.	PASS to collate data and send in to be compared against children in Year 1 from other schools. MCA to continue entering PASS Personal Challenges in other terms.
Increase control over gross motor skills		‘Hands’ KS1 Focus group. Highlight children from Y1 & 2 took part in a 5 week additional PE/movement group to improve their ability to control their bodies and develop their gross motor skills.	8-10 children took part each week. Working in a small group children were able to follow instructions easier and any gaps could more easily be identified. The children appeared to	PASS to lead a ‘heart or head’ group in Term 4.



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		Activities included jumping and landing safely, copying actions, controlling their bodies through balancing skills, coordination for throwing and catching skills and manipulating equipment.	enjoy the activities delivered and some improved their control.	
Ensure all children are involved in competitive activities	5	All children in Year 1 to take part in an Infant Agility virtual competition covering key multi skill activities; jumping for distance, running for speed, throwing for distance, throwing for accuracy, speed bounce.	All children in Year 1 took part in the Infant Agility competition. Increased school games data.	Run Infant agility & Sportshall Athletics across other year groups in Term 4.
Develop experiences and skills of young leaders	4	Using a team of 12 Sports Ambassadors	12 Year 6 pupils led the stations giving them more experience of leadership and volunteering roles.	Collate and send results to compare inter competition.