



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 Year 5 Gymnastics lesson following plans from mainly unit 2. Following on from unit 1 lessons delivered by the class teacher PASS worked alongside the class teacher to explore other topics to include, symmetry and asymmetry, counter balance and counter tension, vaulting and sequence building.</p> <p>A range of floor and apparatus work was used to challenge the children and for the teacher to observe different apparatus layouts. A range of differentiated resources were used to progress the children at the necessary rate and to show the class teacher how to interpret the sow and resources effectively. Language and correct terminology were consistently used to reinforce and develop both staff and pupil subject knowledge. Children had opportunity to develop their cognitive (head) and behavioural/emotional capabilities through observing others and giving constructive feedback to analyse performances and give peer assessments against given criteria.</p> <p>In the final lesson the children used Key Step Gymnastics routines step 1-3 to link a range of skills that they have been learning across the term and allowing the teacher to assess effectively against head, heart and hands.</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, 3/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 15/24</p> <p>At the end of term 4 the class teacher stated having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 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 9 marks, demonstrating a 1 point 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 5.</p> <p>Class teacher to attend PASS CPD as required.</p>



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		<p>The class teacher stated that she wants PASS support to develop 'more able children'</p> <p>She asked for support with 'developing the different range of abilities in gymnastics and correct teaching technique.'</p>	<p>The teacher stated that the support has impacted the children most by progression of skills and developing their confidence."</p> <p>The teacher stated that what she gained most from PASS' support was 'use of head, heart and hands' throughout lessons. Gold, silver and bronze shared at the start of each lesson. Opportunities for self and peer assessment. The 2 units of gymnastics have linked together in final lesson. Modelling lessons has really helped. I am more confident now with the planning and resources from PASS.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 5 Gymnastics lesson following plans from mainly unit 2. Following on from unit 1 lessons delivered by the class teacher PASS worked alongside the class teacher to explore other topics to include, symmetry and asymmetry, counter balance and counter tension, vaulting and sequence building.</p> <p>A range of floor and apparatus work was used to challenge the children and for the teacher to observe different apparatus layouts. A range of differentiated resources were used to progress the children at the necessary rate and to show the class teacher how to interpret the sow and resources effectively. Language</p>	<p>The class teacher was unable to attend all of the lessons. She was able to observe the use of apparatus in developing counter balance and counter tension along with a shorter lesson on symmetry. The final lesson PASS and the class teacher collaboratively assessed the children against the head, heart and hands criteria. She found the assessment easy to use and relevant to needs. She</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 5.</p> <p>Class teacher to attend PASS CPD as required.</p>



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		<p>and correct terminology were consistently used to reinforce and develop both staff and pupil subject knowledge. Children had opportunity to develop their cognitive (head) and behavioural/emotional capabilities through observing others and giving constructive feedback to analyse performances and give peer assessments against given criteria.</p> <p>In the final lesson the children used Key Step Gymnastics routines step 1-3 to link a range of skills that they have been learning across the term and allowing the teacher to assess effectively against head, heart and hands.</p>	<p>highlighted that the lesson delivered at the end of term really supported her ability to assess effectively.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led OAA lessons following sow Throughout the unit PASS worked alongside the class teacher developing his subject knowledge of OAA and his ability to interpret the lessons plans effectively. The lessons involved the children working on their ability to cooperate effectively with different partners in a range of challenges. This was then progressed to working on different challenges in groups. The lessons also developed their cognitive abilities to follow compass directions and navigate themselves effectively using a map. The importance of key values such as: collaboration, resilience and respect were reinforced in many challenges.</p>	<p>At the start of the support the class teacher rated himself as having a 2-3/4 for confidence in teaching OAA effectively, subject knowledge 2/4 this included 2/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 2/4 ability to assess effectively. He rated herself overall as 14.5/24</p>	<p>Class teacher to continue working from PASS sow in other PE activities. PASS to work with different teacher and class in Term 5.</p>



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	<p>The teacher was shown a range of set ups and how to differentiate tasks to develop all children at the necessary level.</p> <p>The class teacher stated that he wants PASS support to develop children's 'confidence to explore and problem solve.'</p> <p>He asked for support with 'improve pace of lesson.'</p>	<p>At the end of term 4 the class teacher stated having a 3-4 for confidence in teaching OAA effectively subject knowledge 3-4/4, 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, 4/4 knowledge of resources and equipment and 3-4/4 ability to assess effectively. She rated herself overall as 21.5/24. This demonstrates a gain of 6 marks, including an increase in all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'providing opportunities for problem solving in a teamwork context. Stretched ability to think 'outside the box.'</p> <p>The teacher stated that what she gained most from PASS' support was 'ideas for tasks, pace warm ups and ways to develop.' 'Always good to get new ideas.'</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 3 OAA lessons OAA was chosen for this class due to the need to improve their ability to work with each other cooperatively and to improve their social dynamics. Throughout the unit PASS worked alongside the class teacher developing her subject knowledge of OAA and her ability to interpret the lessons plans effectively. The lessons involved the children working on their ability to cooperate effectively with a partner in a range of challenges. This was then progressed to working on different challenges in groups. The lessons also developed their cognitive abilities to follow compass directions and navigate themselves effectively using a map. The importance of key values such as: collaboration, resilience and respect were reinforced in many challenges. The teacher was shown a range of set ups and how to differentiate tasks to develop all children at the necessary level.</p> <p>The class teacher stated that she wants PASS support to develop children's 'ability to work with others collaboratively and successfully.' She asked for support with 'feeling more confident teaching outdoor activities.'</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching OAA effectively subject knowledge 1/4 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 12/24</p> <p>At the end of term 4 the class teacher stated having a 3/4 for confidence in teaching OAA effectively subject knowledge 4/4 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 3/4 ability to assess effectively. She rated herself overall as 22/24. This demonstrates a gain of 10 marks, demonstrating an increase across all teaching and learning areas.</p>	<p>Class teacher to continue working from PASS sow in other PE activities. PASS to work with different teacher and class in Term 5.</p> <p>Class teacher requested more support with delivering tournaments/competitions in games.</p>
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			<p>The teacher stated that the support has impacted the children most by 'better at working together and being able to use a map.'</p> <p>The teacher stated that what she gained most from PASS' support was 'using the OAA plans to teach OAA effectively and encourage good teamwork.'</p>	
Ensure all children are involved in competitive activities	5	Sportshall Athletics comp Year 3 & 5 All children in Year 3 & 5 to take part in a Sportshall Athletics virtual competition covering activities, jumping for distance, running for speed, throwing for distance. speed bounce, jumping for height,	All children in Year 3 & 4 involved in intra and inter school competition. Increase competition data.	Continue to enter intra and inter school competition as appropriate.
Increase broad range of opportunities	4	A team of Year 5 children had their first opportunity of leading younger pupils by leading Y3 Sportshall Athletics stations.	15 Children across both Year 5 classes had their first opportunity of sports leadership. Increased leadership and volunteering data for school games mark.	Continue to offer leadership opportunities across the school.
Ensure all children are involved in competitive activities	5	All children in Year 2 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 12 took part in the Infant Agility competition. Increased school games data.	<p>Continue to enter other competitions as appropriate.</p> <p>Collate and send results to compare inter competition.</p>



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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.	
Increased confidence, knowledge and skills of all staff in teaching PE and sport		PASS led Staff training Training covered – Head, heart, hands ethos, what makes a high quality PE lesson and assessment. PASS to put together presentation and resources and deliver.	MCA staff now more knowledgeable about Head/heart/hands and how this will impact assessment. High quality PE elements reinforced and discussed. Q&A	Staff to use new assessment framework to assess in Term 4 onwards. PASS to deliver future CPD as required.
Increased range of activities on offer outside of the school day	4	PASS to deliver KS2 Maypole Dancing lunchtime club in preparation of the May Fayre.	18 children regularly attended. Increased skill level Increased amount of physical activity outside of the school day (60 mins per day.)	PASS to lead Maypole sessions into term 5 to perform at the May fayre.
Increased range of activities on offer outside of the school day	4	Year 3-4 Cricket/Rounders After school Club – children to learn and develop a range of skills to include; throwing and catching in different ways, fielding balls along the floor, cricket and rounders batting, bowling and conditioned games.	16 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 5