



Termly Impact Report 2021-22 Term 5
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>Increase the range of activities on offer within the PE curriculum</p>	<p>3</p> <p>4</p>	<p>PASS led Year 4 Tri Golf</p> <p>This is the first time Tri Golf has been taught on the PE curriculum at MCA. The class and class teacher were led through a series of lessons following PASS planning to include; introduction to putting and chipping and selecting and applying their knowledge and skill in Tri Golf tournament games.</p> <p>The class teacher was shown what equipment was required for the different activities and how to set it up in a safe and meaningful way to maximise activity levels.</p> <p>The children developed their head, heart, hands capabilities by learning new skills and exploring the correct technique required to be successful, showing resilience to improve their technique and get closer to targets or increase their points and to evaluate and support the technique of others in their groups as a golf pro.</p> <p>The class teacher stated that she wants PASS support to 'provide them with the experience of a new sport.' She asked for support with 'having never taught Tri Golf before, so subject knowledge!'</p>	<p>At the start of the support the class teacher rated herself as having a 1/4 for confidence in teaching Tri Golf effectively subject knowledge 1/4 this included 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 1/4 knowledge of resources and equipment and 1/4 ability to assess effectively. She rated herself overall as 6/24</p> <p>At the end of term 5 the class teacher stated having a 3/4 for confidence in teaching Tri Golf 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, 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 12 marks, demonstrating a 2 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 6.</p> <p>Class teacher to attend PASS CPD as required.</p>



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			<p>The teacher stated that the support has impacted the children most by 'It has been a great unit for them. It has given them a chance to try something different and some of the quieter/less sporty ones have really shone!'</p> <p>The teacher stated that what she gained most from PASS' support was 'it was completely new to me so I now know how I can deliver Tri-Golf lessons and hopefully we might be able to do it again next year!'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Increase the range of activities on offer within the PE curriculum</p>	<p>3</p> <p>4</p>	<p>PASS led Year 4 Tri Golf</p> <p>This is the first time Tri Golf has been taught on the PE curriculum at MCA. The class and class teacher were led through a series of lessons following PASS planning to include; introduction to putting and chipping and selecting and applying their knowledge and skill in Tri Golf tournament games.</p> <p>The class teacher was shown what equipment was required for the different activities and how to set it up in a safe and meaningful way to maximise activity levels.</p> <p>The children developed their head, heart, hands capabilities by learning new skills and exploring the correct technique required to be successful, showing resilience to improve their technique and get closer to targets or increase their points and to evaluate and</p>	<p>At the start of the support the class teacher rated herself as having a 1/4 for confidence in teaching Tri Golf effectively subject knowledge /4 this included 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 1/4 knowledge of resources and equipment and 1/4 ability to assess effectively. She rated herself overall as 9/24</p> <p>At the end of term 5 the class teacher stated having a 4/4 for confidence in</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 6.</p> <p>Class teacher to attend PASS CPD as required.</p>



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		<p>support the technique of others in their groups as a golf pro. The class teacher stated that she wants PASS support to 'learn the required skills needed for golf and to enjoy it!' She asked for support with 'subject knowledge'</p>	<p>teaching Tri Golf 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, 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 9 marks, demonstrating a 1-2 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'enjoying it and wanting carrying on playing!' The teacher stated that what she gained most from PASS' support was 'knowing how to teach the techniques and progressions.'</p>	
Increased number of competitive opportunities for all	5	<p>All children in Year 4 in an intra class Tri Golf tournament at the end of term. Children given the opportunity to apply putting and chipping skills learnt and develop their team work abilities.</p>	<p>All children in Year 4 involved in an intra class competition in a new activity. Increase school games mark data.</p>	<p>Continue to encourage more intra house/class competitions across the school. Share results.</p>
Increased confidence, knowledge and skills of	3	<p>PASS led Year 2 Multi Skills. The class and class teacher was led through a range of fundamental movement skills linked to the Infant Agility Competition.</p>	<p>At the start of the support the class teacher rated himself as having a 2/4 for confidence in teaching Multi skills effectively, subject knowledge 2/4 this</p>	<p>Class teacher to continue working from PASS sow in other PE activities.</p>



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<p>all staff in teaching PE and sport</p>	<p>These activities included; running for speed, running to avoid obstacles and running over obstacles, jumping in different ways, jumping for speed, jumping for distance, improving throwing and catching ability, throwing for distance and improving their aim.</p> <p>PASS used a range of different equipment set up in different ways to maximise activities levels and to differentiate.</p> <p>The children were shown how to measure their jumps and throws accurately. The children developed their head, heart and hands capabilities by exploring the best techniques to use and applying them to different tasks, building confidence and resilience to beat personal bests, work cooperatively in pairs and groups and support others to develop their ability, The children's language and ability to describe what their body is doing was also developed.</p> <p>The class teacher stated that he wants PASS support to 'make sure SEN included in range of ways and knowing how to adapt. Children all enjoying PE and completing correctly and safely.</p> <p>She asked for support with 'ensuring learning intention is hit and knowing how to use equipment/set up correctly.</p>	<p>included 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 1/4 knowledge of resources and equipment and 2/4 ability to assess effectively. he rated herself overall as 9/24</p> <p>At the end of term 5 the class teacher stated having a for confidence in teaching Multi Skills 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. She rated herself overall as 24/24. This demonstrates a gain of 15 marks, including an increase of 2-3 points across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'children completing structured lessons with purposeful intent.'</p> <p>The teacher stated that what she gained most from PASS' support was</p>	<p>PASS to work with different teacher and class in Term 6.</p> <p>Class teacher has requested further support with teaching Gymnastics effectively in the future.</p>
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			'range of equipment used to develop a range of differentiated tasks.'	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	<p>PASS led Year 3 Striking & Fielding The class and class teacher have been led through a range of cricket and rounders activities to include exploring the best ways to stop and moving ball when travelling along the floor, throwing in different ways and safe catching, striking a ball from a tee using the straight drive. The skills have been developed and then applied to small sided striking and fielding games to include rapid fire cricket.</p> <p>The class teacher has been shown how to involve all children and create small sided practices and conditioned games to enable maximum activity levels. A range of equipment and task setting has been used to differentiate to ensure all children progress at the necessary rate.</p> <p>The class teacher stated that she wants PASS support for the children 'to be able to enjoy striking and fielding games.' She asked for support with 'how to develop more able pupils.'</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Striking & fielding subject knowledge 2/4 this included 1/4 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 1/4 ability to assess effectively. She rated herself overall as 10/24</p> <p>At the end of term 5 the class teacher stated having a 4/4 for confidence in teaching Striking & Fielding effectively subject knowledge 3/4, 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 23/24. This</p>	<p>Class teacher to continue working from PASS sow in other PE activities. PASS to work with different teacher and class in Term 6.</p>



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			<p>demonstrates a gain of 14 marks, demonstrating an increase of 2-3 points across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'improved technical language' The teacher stated that what she gained most from PASS' support was 'progression of skills and how to use equipment effectively.'</p>	
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 including 2 x Saturday practices	<p>20 children regularly attended. Increased skill level Increased amount of physical activity outside of the school day (60 mins per day.)</p>	PASS to lead other lunchtime sessions ion Term 6.
Increased range of activities on offer outside of the school day	4	<p>Year 2 Athletics club Lead an extra curricular athletics club developing fundamental movement skills to include; throwing different equipment in different ways for distance, jumping in different ways, speed bounce, sprinting and reaction time, relay running.</p>	<p>18 children regularly attended. Increased skill level Increased amount of physical activity outside of the school day (60 mins per day.)</p>	PASS to lead another extra-curricular club in Term 6 – Year 4 Athletics



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Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS to plan and lead a bespoke staff CPD on 'Practical Differentiation' to all teaching staff. STEP Principle discussed and shown how all learners can engage and experience barrier free PE using the focus of games.	All teaching staff to gain input and to take away resources.	Staff to use tips and ideas within their lessons to support the less able and to develop the more able. PASS to deliver further CPD as required.
More children involved in inter school competition	5	PASS to liaise with another local PASS school to arrange a Netball fixture.	9 children from year 5 involved in inter school competition. Increased school games data.	Continue to arrange and support future inter school fixtures with other PASS schools where required.