

PASS Termly Impact Report Term 4 2020-21
Ightham Primary School

INTENT	KEY INDICATOR	IMPLEMENTATION	IMPACT	SUSTAINABILITY
<p>To raise subject knowledge in teaching staff through practical delivery and team teaching.</p> <p>Foundation- Travelling and moving skills</p> <p>Year 1 – OAA</p> <p>Year 3- OAA</p> <p>Year 4 – OAA</p> <p>Year 5 - Netball</p>		<p>Class teacher and children have been lead through an adapted 6 week scheme of work to allow children to access PE and sport.</p> <p>Year R- Travelling and Moving – Children have begun to develop there understanding of travelling and moving through a series of activities games and drills. Children have learnt to control their bodies when moving at different speeds and in different ways as well as using basic PE equipment for the first time.</p> <p>Year 1/3/4 – Children have followed their relevant OAA scheme of work for their year group with emphasis put on the teambuilding and communication aspects of the topic. Children working in a range of different sized teams to complete challenges including basic orienteering and problem solving. Children also developed communication skills both verbally and non verbally.</p> <p>Year 5- Children have improved their knowledge and understanding of netball by taking part in a range of activities and games. This has included</p>	<p>150 children received high quality and Covid Safe PE lessons</p> <p>5 teachers given opportunity to work hands on with PE specialist</p> <p>Children helped to redevelop communication and relationship skills through OAA</p>	<p>Pe specialist to continue working with a range of classes into term 5</p>

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		improving using different types of passes, shooting skills and learning positions in netball		
Live after school clubs x 4 per week; KS2 Fitness, EYFS/KS1 Gymnastics, EYFS/KS1 Get Active Club, KS2 Football.	4 1	PASS staff to plan and deliver 4 x live after school clubs per week in a range of activities and advertise to schools via email and twitter.	<p>Many children have regularly attended after school clubs, increased activity levels, improved skills and fitness, more structure given to week, increased well being.</p> <p>During term four: 1,326 households accessed PE content with PASS (website and pre recorded)</p> <p>PASS pre recorded PE sessions had over 1500 views with a total watching time of almost 200 hours</p>	Look to resume on site after school clubs.
Create additional age specific home learning PE/PA tasks in a range of themes.	4 1	PASS staff to create additional home learning tasks and do signpost schools to other relevant resources. School to add to their website for pupils to access at home or at school.	<p>More children have access to PE/PA tasks from different locations.</p> <p>Potential for more children and staff to be more active, potential for improved well-being of pupils and develop their physical literacy around</p>	Continue to work with schools in Term 4 and beyond to support the return of all children to PE lessons and physical activity.

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			key sports, sporting events and how the body works.	
PASS Term 4 CPD –	3	<p>PASS staff plan and deliver an online CPD particularly for NQTs, trainee teachers and any primary staff who require more support in developing their delivery of high quality PE lessons.</p> <p>PE Leaders Chat Night - 4th March 2021 6.00pm The team will be discussing national updates and other 'hot' topics to assist in staff feeling more confident and supported in their roles. This is a perfect opportunity to network with other PE subject leads locally to share good practice and ideas</p> <p>Inclusive PE - 31st March 2021 - 12.30pm - 3.30pm - Aimed at both trainee and qualified teachers in mainstream schools. The training will help teachers improve their confidence, knowledge and skills in enabling the inclusion of all pupils, challenging and progressing all pupils and being able to apply this to your own schools. The training will explore barriers to engagement, inclusion and strategies to</p>	<p>Key themes discussed including; the importance of physical literacy, head/heart/hands ethos, interpretation of PASS schemes of work, assessment and differentiation.</p> <p>Staff had opportunity to network and share thoughts, questions with other local schools.</p>	<p>Continue to support all schools with answering questions and queries during this time and amend/develop resources as appropriate.</p> <p>Term 5 CPD</p>

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		overcome these, including the use of STEP and activity inclusion models. Participants will also gain access to exclusive online resources that build on the training content		
Term 4 Personal challenge for all schools to access.	5 1	Term 4 Personal challenge created and sent to schools to decide how the PC will be sent to children in their schools.	More children and adults motivated to beat personal bests. Increased amount of competition.	Continue to set Personal Challenges in terms 4-6.