

## **Impact Report September - December 2020**

This term has been very different from any other term at school. The pupils came back to school in September after having months at home. This meant it was especially important to emphasise the mental, emotional and social wellbeing of the pupils alongside their physical health and development.

The school started back with a recovery curriculum with a restorative approach aiming to address inactivity, learning gaps, isolation and providing the pupils with a sense of belonging. Meghan wanted to nurture and strengthen the pupil's enjoyment of being physically active to increase participation and engagement in PE lessons as well as break and lunchtimes, increasing overall activity levels.

To achieve this, Meghan had overarching aims for all PE lessons this term. These were:

- Enjoyment
- Socialising
- Teamwork
- Sense of belonging
- Achievement and success
- Increased activity levels
- Recap of skills and routines.

This term PE has been different in several ways:

- No gym so all PE has taken place outside or in classrooms.
- Limited equipment available due to cleaning requirements.
- More use of online resources for indoor PE.
- Meghan has lead PE lessons with 14-19 Phase.

### **Pathways**

This year the classes have been separated into pathways.

Pathway 1 (My Body) – Ladybird, Dolphin, Leopard, Class 2

Pathway 2 (My Body) – Butterfly, Bumblebee, Giraffe, Parrot, Tiger, Lion, Class 3

Pathway 3 (PE) – Bear, Owl, Class 4

Pathway 4 (PE) – Eagle, Class 1

Meghan has been working with all pupils from Pathways 2, 3 and 4.

During a meeting discussing the new curriculum, Paul and Meghan decided that sessions with Meghan for Pathway 2 would come under the heading 'My Body' and sessions for Pathways 3 and 4 would come under the heading 'Physical Education' to be more subject specific.

## **Pathway 2 – My Body**

### **Butterfly, Bumblebee and Giraffe Class**

This term these three classes have been exploring a range of equipment and familiarising themselves with how different equipment can be used. The pupils have had the opportunity to explore and investigate the balance bikes, wheelie boards and different types of balls and small equipment. By playing and exploring, the pupils will investigate and experience things, and 'have a go'. Lessons have involved recapping skills discovered over the past few years and introducing new skills and progressions. The pupils are provided with freedom to make independent choices and practise things independently that they have been previously taught.

Due to the gym not being available for lessons this term, it has been quite difficult to engage some pupils in PE outside as they see the playground as their free time and play area, not a work area. Meghan has been trying to think of a solution for this but is struggling to think of one that works in accordance with current government and school guidelines.

### **Parrot Class**

Parrot class are a sensory focused class and a range of activities were provided for them to explore and investigate to promote physical activity. The pupils were encouraged to engage with staff and other pupils where possible. Whilst the pupils were exploring the wheelie boards, two pupils were showing great interest and enjoyment. We decided to put 2 wheelie

boards together and encourage the pupils to work together. The pupils cooperated well and had a good attempt at working out how to move the wheelie boards together.

Allowing the pupils freedom to explore equipment creates situations in which the pupils can practise what they have learned previously. One pupil showed an interest in exploring the balls and independently began dribbling the ball around the playground and following it. None of the staff had ever seen the pupil do this before. He was engaged with this activity independently for a prolonged amount of time.

### **Tiger Class**

Tiger class started this term exploring equipment and being encouraged to be active. Some pupils in the class enjoy playing with balls, using them to throw, catch, roll, bounce and kick. This was encouraged and developed by using different types of balls and small equipment and by introducing targets. Other pupils explored wheelie boards and enjoyed moving themselves around the playground. In all activities the pupils were encouraged to work together. For example, pupils were helped to throw and catch a ball with a peer or kick a ball to a peer. Two pupils who usually take part in lessons in a solitary way, with support and encouragement were able to throw and catch a ball together for a few minutes.

This term the class has been split into 2 groups for lessons. This works well as the pupils get a more focused interaction with staff and more individual support. It helps to encourage the pupils to work together and allows pupils who are not as confident to have more space and time to explore and develop at their own pace. During one lesson the pupils were exploring different types of balls and a few pupils became interested in a ball with a long ribbon tail. They enjoyed throwing the ball or having the ball thrown high into the air, watching it fly and tracking and retrieving it. This engagement and enjoyment shown by a couple of pupils encouraged all 5 pupils to join in. All the pupils were engaged in the same activity. This enabled team work skills like taking turns and not snatching from each other to be encouraged and praised.

### **Lion Class**

Lion class are a very sensory focused class, so this was incorporated into lessons this term. Equipment was used to spark the pupil's interest, such as parachute, bungee, wheelie boards, sensory balls, tunnels, and gym balls. The pupils were encouraged to move and be

active, focusing on fundamental movement skills such as running, jumping and crawling. Ball skills were encouraged individually and with others. The pupils were recapping skills they have learned and familiarity they had previously developed using different equipment. Some of the lessons have taken place in the classroom but we have utilised the outside space as much as we can. It has been important to make the most of the sunshine and good weather for overall health, especially mental health. It also provides the pupils more space to explore and try new things.

Music is a big part of lessons with Lion class. The pupils really enjoy the music, and it provides another movement opportunity for them. It encourages pupils who have limited activity levels to move around and be physically active. One pupil absolutely loves the music and her whole demeanour changes when the music comes on. It makes her happy and more willing to try other activities.

### **Class 3**

This term a choice of activities was provided for the pupils to encourage them to be engaged, active and develop their individual skills. We started with a circuit of activities including hurdles, cones to slalom around, spots for jumping, beanbag throwing at targets and kicking a football into the goal. This enabled Meghan to gauge ability levels and what activities engaged pupils. One of the pupils requested to play cricket, so we played during a lesson and Meghan provided a range of balls and bat/rackets. This developed into the pupil wanting to play tennis with a member of staff and another pupil being really interested in using the tennis rackets. Another pupil thoroughly enjoys throwing bean bags to staff members.

Meghan has not lead PE lessons with Class 3 for a few years, but it has been made successful and enjoyable with the help of the class staff. They are always enthusiastic and willing to get fully involved to encourage the pupils to be active. They value the benefits of physical activity for the pupils, which has meant that activity levels and engagement levels remain high during lessons.

### **Pathway 3 – Physical Education**

#### **Bear Class**

This term Bear class started by exploring small equipment with the aim to increase their confidence and competence. The class were provided with a variety of balls, beanbags, quoits etc. along with targets to encourage the skills of aim and power. The class engage well with PE activities and independently engage with their peers during lessons. This was developed during lessons to build on the pupil's team work skills. The pupils took part in activities working in partners and small groups to encourage sharing, cooperation and working with different pupils in the class.

The class were also encouraged to develop their communication skills in a variety of ways. They took part in a game where they had to move around to collect equipment but when 'Stop' was shouted, they all had to freeze. Some pupils found this quite hard and struggled to understand the instructions. As we practised over the weeks, the concept was understood better, but this is something we will continue to work on. Another way they were encouraged to use and develop their communication skills was in a game as a whole class. In a circle they were throwing the ball to their peers. They were asked to communicate to the person they were going to throw the ball to. This could be by saying their name, giving them eye contact or catching their attention by waving their hands. The pupils worked well to ensure the person was aware the ball was being thrown to them and it helped to improve the pupil's accuracy of throwing and success when catching.

### **Owl Class**

This term Owl class started with a circuit of activities to encourage pupils to find an activity they wanted to engage with to promote movement. Activities included hurdles, cones to slalom around, spots to jump on and a variety of balls to explore. One pupil thoroughly enjoyed the hurdles. This pupil struggles to be engaged during PE lessons and requires a lot of motivation to be active. When a staff member asked him if he wanted to do more jumping over the hurdles, he would say sign 'yes' and he kept wanting to repeat the activity. He showed great enjoyment when completing the activity alongside a staff member, enjoying the interaction.

Another pupil struggles to engage in PE lessons. The class teacher mentioned that the pupil's parent has commented that the only thing that engages the pupil at home in the garden is playing with water balloons. We utilised this idea and used the balls to play a dodgeball type activity which captured his interest and he thoroughly enjoyed throwing the balls to try to hit his teacher.

## **Class 4**

The class started the term taking part in activities and games focused on fitness and prolonged activity. One activity was a fitness circuit focusing on running and jumping, including balance, coordination and agility. A couple of the pupils particularly enjoyed this activity and wanted to keep doing laps. At first, one of the pupils struggled to jump over the hurdles, so she would step over them. She showed great determination to develop and succeed by continuing to attempt the hurdles with each time getting faster and developing more into a jump. Over a few weeks her confidence grew, and through her own determination, along with support and praise from staff and pupils, she was able to jump over the hurdles.

We then introduced the class to simple team games, focusing on communication. For example, using each other's names or eye contact before passing a ball. The class thoroughly enjoyed working together and were supportive of each other and would try to help where they could. The pupils were encouraged to praise each other and celebrate achievements. This has helped to increase the pupil's self confidence in PE lessons and they all arrive to lessons in a positive and enthusiastic manner, ready to be physically active.

For this class we use music as a motivator, and it provides another movement opportunity during PE lessons. One pupil in particular loves the music and it has encouraged her to become more engaged during lessons. She now asks for PE lessons every morning when she comes into school.

## **Pathway 4 - Physical Education**

### **Eagle Class**

This term the pupils started with a range of different activities to encourage engagement, movement and enjoyment. These activities included wheelie boards, balls, hurdles and a fitness circuit. The pupils were given freedom to explore and choose what activities they wanted to take part in. The pupils in Eagle class are enthusiastic during lessons and will self-motivate to engage in activities to be active.

We then moved on to team work skills and working all together as a class, alongside ball skills. The class started working in partners and small groups, progressing onto working as a whole class. The pupils developed skills such as saying the person's name before throwing the ball to them or using eye contact. Working as a whole class the pupils were encouraged

to include everyone. Unaware to staff, one pupil was paying attention to which pupils had been in the middle of the circle. It was coming towards the end of the lesson and this pupil was getting concerned that the other pupils would not get a go. We decided that those pupils would need to have a go next lesson to make it fair for everyone.

Team games were developed and made harder. The pupils were required to use their problem-solving skills. As the lessons became more physically challenging a few of the pupils struggled to stay engaged for the whole lesson due to decreased fitness levels. The effects of limited exercise and movement during lockdown has had a big impact on some pupil's exercise tolerances. This highlights the importance of regular activity within the school environment.

## **Class 1**

The class started this term taking part in a fitness circuit comprising of a range of different activities. The aim was to get the pupils active and to move their bodies in lots of different ways. Each lesson started with a warm up and finished with a cool down. The pupils were encouraged to lead parts of these. We also discussed the importance of warming up and cooling down and the changes that happen to our bodies when we exercise.

The pupils took part in team games encouraging cooperation and supporting each other. The class were introduced to elements of fair play and cheating. The pupils were helped to decide what should happen in those types of situations. For example, in a game where you can only use a ball to move another ball, if someone uses their hands or feet to score a point, should the point count. The pupils would have a discussion and we would decide the action together.

Due to all PE being outside or in classrooms this term, Class 1 have been able to play table cricket inside and recap and develop the skills they learned a couple of years ago. The pupils are responsible for setting up the table cricket, working out the batting and bowling order and keeping score. This has been a great way for the class to bond and socialise with each other in a slightly different context.

The pupils in Class 1 show a high level of skill and ability. Meghan is looking forward to what the class will be able to achieve during PE lessons this year.

## **Shared PE lessons**



Meghan has been focusing on one phase per day during this term. This has enabled certain classes to join and share PE lessons. This has worked particularly well with Class 1 and 4 together and Owl and Eagle class together. It allows pupils to socialise with pupils and staff from other classes. This creates a sense of belonging and community and helps to decrease feelings of classes being isolated or on their own.

We had one session when class 1 joined class 4. The pupils and staff arrived at the lesson quite subdued, with visible effects of stress and low mood. As we started to get active and play games, you could physically see the pupils and staff relaxing and stress levels reducing. The pupils began interacting with each other and having friendly competition with each other and the staff members. Everyone was active and finished the lesson with big smiles on their faces and visibly higher energy levels. Physical activity has a major impact on the mental, social and emotional health of the pupils, but it is also crucial for the staff. When staff members get fully involved in PE lessons it has a marked impact on the activity levels of the pupils.

Certain classes require a lot of motivation to engage and be active but adding in another more motivated class helps to increase the energy levels of all and therefore increase activity levels.

### **Benefits of Meghan working with 14-19 Phase**

- Whole school approach for physical development and education.
- Clear journey and progression of skills and development.
- Every pupil is receiving high quality PE every week.
- Increased number of staff members are able to learn from Meghan during lessons.

**Meghan Beech**

**Inclusive Sports Coach**