

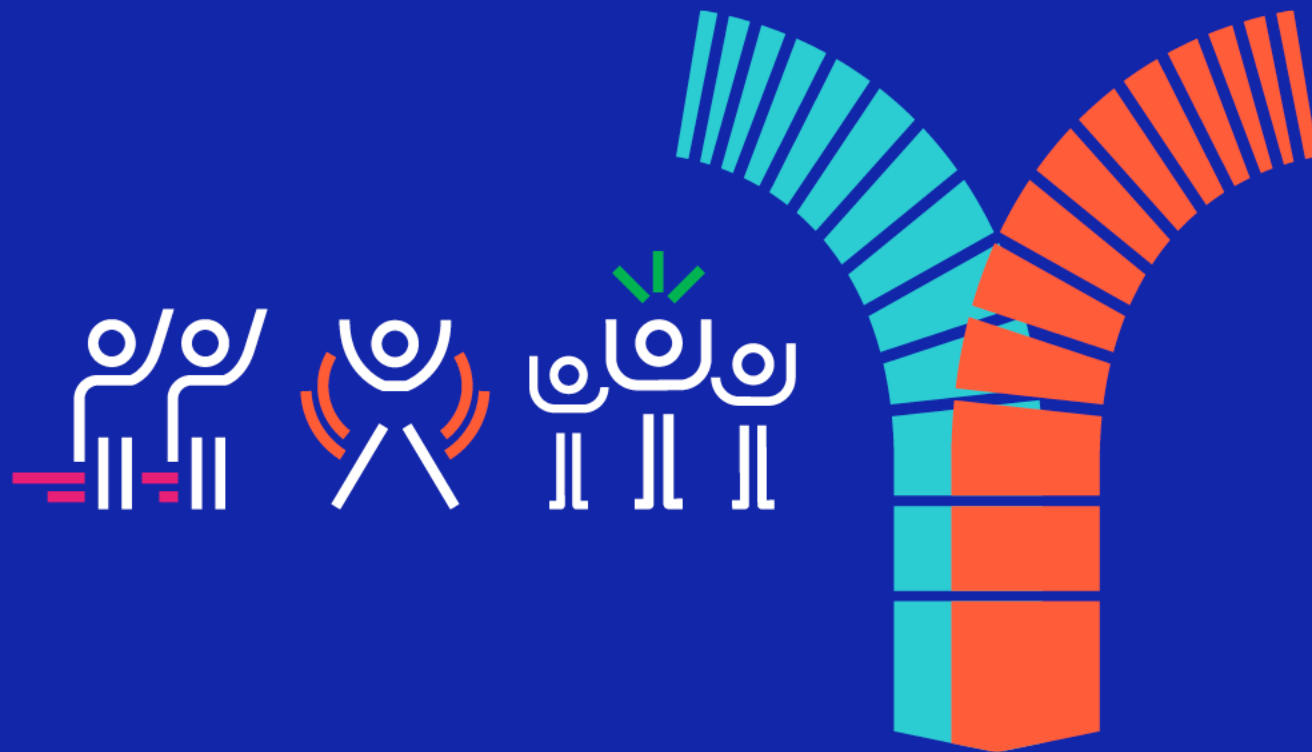


# Coronavirus Support *Live*

22-25 February 2021

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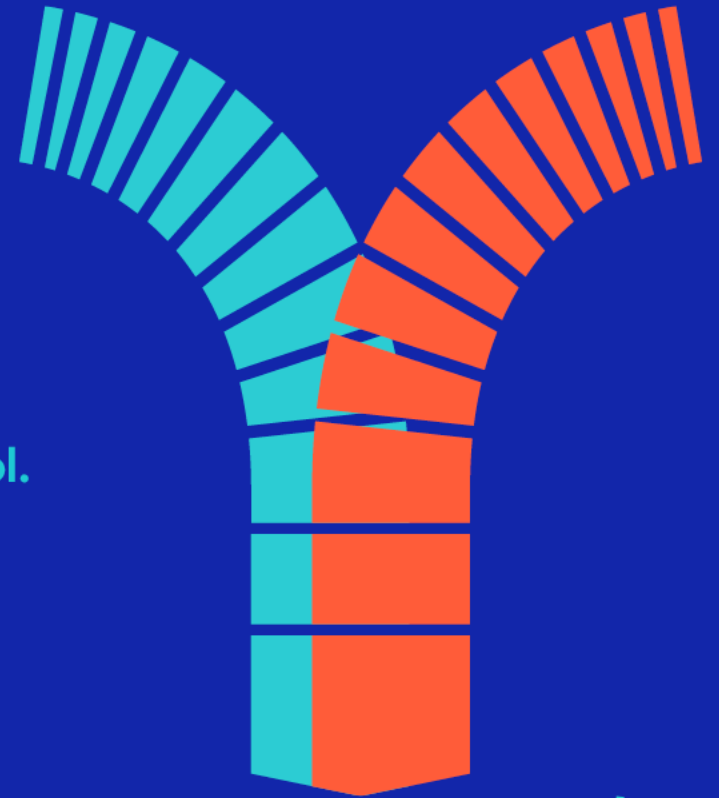
# COMPETITION

A huge thank you to our sponsor



Every £50 you spend with Decathlon will put you in with a chance of winning another £500 worth of sports equipment for your school.

Decathlon will make additional donations to YST once we hit an agreed target – so every £ you spend on kit and equipment will help to raise crucial funds for YST as we start to recover from the coronavirus pandemic.



Coronavirus  
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# Home Learning – Supporting the here and now delivery of Physical Education.

Emma Mackenzie-Hogg

Catherine Fitzpatrick



Coronavirus  
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# What will this webinar cover?

- What is Physical Education and how can this work in a 'home environment?'
- Challenging the development of the whole child through home learning.
- Success stories and sharing good practice.
- Explore ideas that will support the delivery of Home Physical Education.
- Touching on how we can increase physical activity opportunities for pupils at home.

# Remote Education

- **Remote education:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education:** often known as online learning, this is remote learning delivered through digital technologies.
- **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- **Synchronous education:** this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

# What's working well

1. Remote education is a way of delivering the curriculum
2. Keep it simple
3. When adapting the curriculum, focus on the basics
4. Feedback, retrieval practice and assessment are more important than ever
5. The medium matters (a bit)
6. Live lessons aren't always best
7. Engagement matters, but is only the start

## DfE's New Guidance:

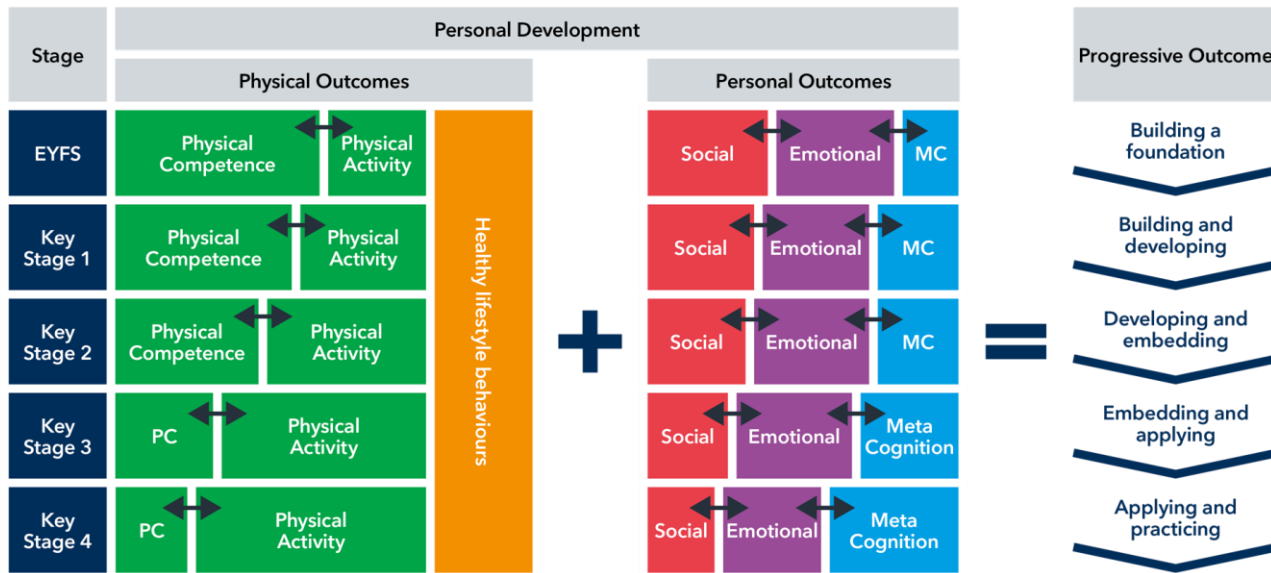
### You don't need to always use live teaching

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
  - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
  - Key Stage 2: 4 hours a day
  - Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: **Oak National Academy** lessons, for example, can be provided in lieu of school-led video content.

# Retaining the purpose of PE



THE ESCAPIST > **HEALTH & FITNESS**

## 'I'm the nation's PE teacher' — Joe Wicks on going viral

More than 800,000 households live-streamed yesterday's workout

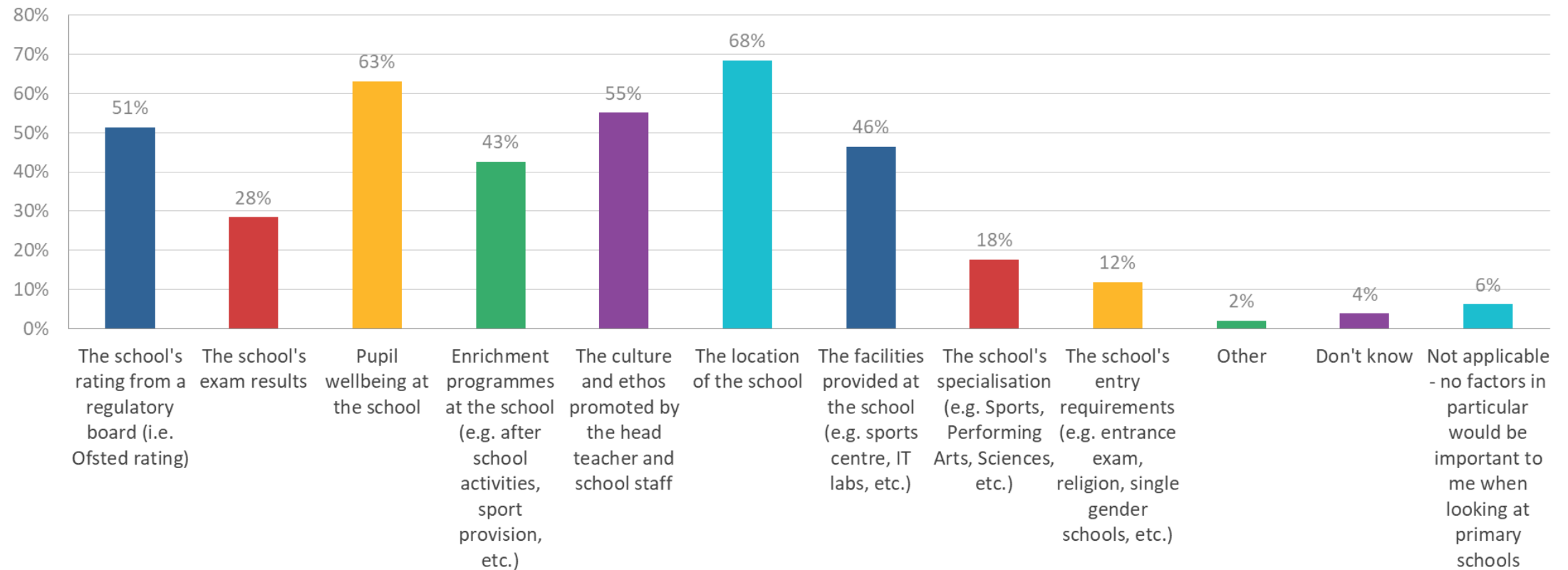
**PE can do much more than keep children fit – but its many benefits are often overlooked**

October 29, 2020 11:47am GMT

## Beyond Joe Wicks – why teachers worry the lack of PE will have lasting effects on children's health

January 18, 2021 // by [Paul-Tregunna](#) // [Leave a Comment](#)

# The Opportunity





Whatever you've been  
doing....

- This has been an unbelievably challenging time for education.
- When we trained to become teachers, delivering the full national curriculum to our pupils virtually wasn't something we would have even considered.
- Whatever you have done is amazing.
- Whether you decided to focus on physical activity, play or home based PE, you made the choice because that was what the pupils in your school needed.
- Resources, IT facilities etc were also another major factor in the decision making of what could and couldn't be delivered.

## What is High Quality Physical Education?

If lessons are of high quality, we make a significant impact on **personal development** of all our pupils & **inspire** them to seek healthy active lifestyles:

- Pupils understand the purpose of the task in relation to the learning.
- Pupils are moved on with the sequence of learning when they are ready.
- Learning is celebrated physically, cognitively, socially and emotionally = the development of the whole child – personal development.
- Pupils are encouraged to find their own ways of making their performances exceptionally good through effective questioning.
- Pupils make rapid and sustained progress.

## What is High Quality Physical Education?

If lessons are of high quality, we make an impact on our **pupil's fitness**


- Pupils remain engaged in sustained periods of physical activity.
- The pace of learning is rapid. Time is maximized to engage all pupils in vigorous physical activity.
- Questions are answered physically, and children are only stopped when there is a purposeful reason.
- Pupils are challenged to work their hardest, even when they begin to tire.

## Making this work in a home environment


- Physical Education had to be adapted to work in a home environment.
- The magic of a PE lesson is very hard to replicate in a 'Home' setting as the essence of PE is going to be different.
- Lots of schools decided that any provision that engaged the pupils in active learning was brilliant.
- So from fitness to personal challenges to live lessons, everyone's experience has been slightly different.
- Looking forwards, home learning might still be necessary for any pupils or bubbles that have to remain at home.

Making this  
work in a home  
environment

Using the free  
Complete PE/YST  
resources



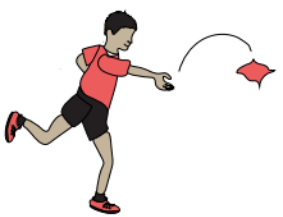
## Battleships PE Home Learning



Can you play fairly and keep the score?

**Time to Learn:**

- Play with a partner. Each player places three targets known as battleships in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships.



**Play on your own!**  
How many attempts does it take you to hit all three targets?

**Play for three minutes!**  
The player with the most battleships at the end of the game is the winner.

**Have a competition!**  
Create a league table and play against different family members.

**Top Tips**



Throwing Underarm


- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

**Let's Reflect**


What did you learn after each throw to adapt for the next?

How did you keep focused?




## Boccia PE Home Learning



Can you play fairly and keep the score?

**Time to Learn:**

- This game can be played standing up or sitting down.
- Choose a place to throw from and place a marker five steps away.
- Each player needs three balls or pairs of socks.
- Players take turns to throw or roll their ball towards the marker.
- Once all players have thrown or rolled their ball, the ball that is closest to the marker is the winner.



**Play on your own!**  
Place the target marker closer to you. Only move it further away when you feel confident.

**Challenge yourself to try and throw or roll with your weaker hand!**

**Have a competition with different family members. Try playing on different surfaces in different rooms.**

**Top Tips**



Roll or Throw Underarm

- Step forwards with one foot, bending the knee, release the ball along the ground using your opposite hand.

**Let's Reflect**

What did you learn after each throw or roll to adapt for the next?

How did you keep focused?



# How do they work and align with Physical Education?



## Teacher Guide

About the Home Learning cards

Our brand-new **PE Home Learning cards** have been designed to enable a personalised learning experience for all pupils.

The cards are very adaptable and so can be utilised with pupils across a broad range of ages and stages of learning.

The cards will link to multiple contexts of learning, including locomotion, gymnastics, dance, games, ball skills, athletics and outdoor and adventurous activity.

Teachers can select the cards that they want to send home to parents, so that children can learn independently with a sibling, parent or carer.

There is also a video accompanying each activity, our YouTube channel. The videos introduce and clearly explain how to set up and participate in the activities for maximum fun and learning.

We have also produced a separate guide available for parents.



## Using the PE Home Learning Cards

Understanding what each section means



- The **Target** circle will ensure children have a focus in addition to the physical challenge or game. This focus is vital to ensure the activity is successful, especially when playing with others.

- The **time to learn** section breaks apart the activity and explains it in more detail.

The **traffic light circles** will support and challenge pupils with their learning at home.



- The red circle suggests a way of making the activity easier or a way of playing on your own.



- The yellow circle outlines an additional level of challenge or a way of competing against an opponent.



- The green circle suggests a much harder challenge or way of competing together as a family.

- Our **Top Tips** provide support to promote physical success.
- The **Let's Reflect** circle allows children to think about their performance, what they did well and what they could improve next time.



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SPORT  
TRUST



## How were the resources implemented?

- Some school sent the cards home electronically. There is a YouTube video to accompany each PE based activity. Pupils worked through the card/activity independently at a designated time of the day.
- Some schools introduced the PE lesson 'live' to all pupils/classes of pupils and then let the children go off to 'learn' independently.
- In other settings, the PE lessons have been delivered 'live' with the class teacher leading the activities. If pupils have been on their own, then they have been playing 'against' the teacher where applicable.
- In all above scenarios, the reflection element of the resource enabled all pupils to focus on their performance and ways to improve, aligning with their emotional learning.
- The reflection was conducted via Q&A in live lessons and via email or other electronic platforms when the lessons were not live.

We can challenge  
the development of  
the whole child  
through home-based PE



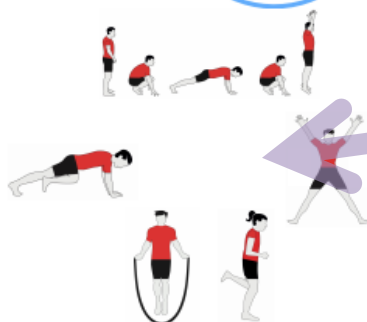




## Healthy Hearts PE Home Learning

### Time to Learn:

- Layout five markers in a space around your area. These are your five cardio circuit activities.
- **Station 1:** Perform ten star jumps.
- **Station 2:** Perform ten mountain climbers.
- **Station 3:** Skip or jump for ten seconds.
- **Station 4:** Perform ten burpees.
- **Station 5:** Jog on the spot for ten seconds.
- How many times can you repeat the circuit?



Can you try your hardest on each station and ensure you do not give up?

Perform five 'repetitions' on each station instead of ten.

Exercise for one minute at each station before moving to the next one.

Challenge other members of your family to complete the circuit with you.

### Top Tips

Break into a sweat!

- When we increase our heart rate, more blood pumps around our body providing oxygen from the lungs to the muscles.

### Let's Reflect

How did your heart rate change during the circuit?  
Why is it important to raise your heart rate and keep active?

Whole Child reflection



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## How are schools celebrating 'whole child' development at home?

### Schools not leading live lessons:


- Using the focus or target along with the reflection section on the Home Learning PE cards, teachers asked their pupils to email in/comment on how they felt they did.
- Pupils were then awarded house points or 'champion points' for showing learning that links to either their physical application, their understanding, their ability to collaborate with others or their own personal integrity/resilience to continue to want to improve.
- To support this further, schools aligned different life skills with each Home learning card, depending on pupil's needs and the context of the card.

## How are schools celebrating 'whole child' development at home?


Schools leading live lessons:

- Using the focus or target along with the reflection section on the Home Learning PE cards, teachers gave feedback and celebrated pupils' learning in one of 4 ways:
- Their physical application.
- Their understanding
- Their ability to collaborate with others
- Their own personal integrity/resilience to continue to want to improve.
- Different life skills could be focused on, depending on pupils' needs and the context of the lesson.
- Celebration could be simply praise, house points, virtual stickers and certificates, mentioned in virtual assemblies.

- By ensuring there is a really clear purpose, this supports the idea that this is a PE lesson and not a physical activity.
- By challenging the 'whole child' we are able to ensure 'PE is achievable in a modified way at home.



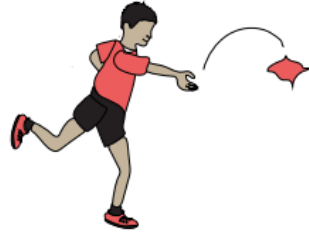
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**Play on your own!**  
How many attempts does it take you to hit all three targets?

**Play for three minutes!**  
The player with the most battleships at the end of the game is the winner.

**Have a competition!**  
Create a league table and play against different family members.

**Top Tips**



Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

**Let's Reflect**


What did you learn after each throw to adapt for the next?

How did you keep focused?

## A spotlight on Physical Activity

Using the free Complete PE/YST resources




### Skipping 60 Second Challenge

Do you keep trying even when you want to give up?

How many times can you skip in 60 seconds?

Both feet must land over the rope for the skip to count.



Use a skipping rope  
If you do not have a rope, don't worry, you can jump on the spot!

Set a Record!  
The most skips in lockdown was 121. Can you set a new skipping record?

Three's a crowd!  
Two people hold/turn the rope and one person skips. How many skips can you complete?

**Achieve Gold**  
70 skips

**Achieve Silver**  
50 skips

**Achieve Bronze**  
30 skips



### 60 Second Challenge Activity Tracking Sheet

Tick the boxes when you achieve Gold, Silver and Bronze?

Can you keep working hard to achieve Gold, Silver and Bronze?

Name: \_\_\_\_\_

	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1

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25 YEARS

Believing in every child's future

## Ideas being implemented at the moment

*All of these resources are free to  
access via the Complete PE  
online platform*

Physical Activity  
Challenges

Fitness and  
Workout Videos

Physical Activity  
Bingo, Connect 4,  
Snakes and  
ladders

Brain Breaks  
up to 5 mins at  
the end of each  
online lesson or  
in the middle of  
lesson

Maximising PA  
opportunities  
throughout the day



Fitter, healthier,  
engaged, motivated  
pupils that attain higher.

Sharing good  
practice

Newton-le-Willows  
Primary School  
Merseyside

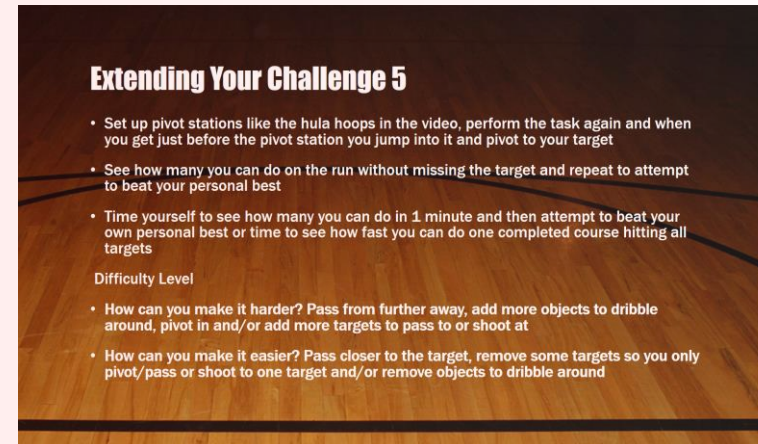




# What have we delivered?



- Basketball Powerpoints: Consisting of a warm up, a cool down, two videos both demonstrations the first one of a task and the second one on how to extend the task and challenge themselves (all activities and teaching points are explained in text)



- Recordings have also been encouraged to analyse and evaluate their own performances (PowerPoints can be found at [www.newton.st-helens.sch.uk](http://www.newton.st-helens.sch.uk))
- School Games Activities: In addition we have added any activities sent by the local school games organisers to further challenge pupils and offer an alternative if children have not had equipment to complete the main basketball lesson



# What obstacles we have encountered?

The school has tried to keep the lessons as close as possible to the curriculum and what the children in school have been learning but this has created obstacles with equipment, location, activities and technology:

- Equipment: We have had to limit/substitute the equipment, for example a basketball for any ball that bounces, cones for any object that when placed on the floor will not be broken when stood upon or cause the pupil to fall.
- Location: Some pupils do not have outdoor space or the weather has been poor so they have had to conduct lessons indoors in small spaces.
- Solo activities: Activities have had to be adaptable so children can do them on their own for example a chest pass to a target that is chest height rather than to another person.
- School Website: Our school website will only allow a certain amount of data to be uploaded so the recordings created needed to be made shorter with explanations and teaching points recorded through audio or as text on a slide instead.



# What has the impact been?

- Photos: Parents have sent photographs in of children performing tasks.
- Children have been provided with the opportunity to learn the same individual skills as the children in school.
- Additional physical activities were provided to improve pupils' fitness levels and skills.
- Active Time (PE): The Lessons begin with a 5 minute warm up, the main activity is attempted at least 10 times, taking roughly 5 to 10 minutes and the same from at least one of the extension activities (children are encouraged to complete several extension activities). Lessons conclude with a 5 minute cool down plus any time they have spent analysing their own performance through their recordings.

Sharing good  
practice

The Grove  
Primary School  
Wiltshire



# Physical Education / Activity at The Grove during lockdown



- ❑ We felt as a school that continuing to provide Physical Education / Activity was very important for a number of reasons – staying physically active, for mental well-being, to continue and develop varying motor-skills, allowing the children to be creative, to challenge the children (personal best) and to involve the whole family so they could enjoy being physically active together.
- ❑ We have provided a variety of differing activities on a termly basis, using challenges organised by partners (Wiltshire & Swindon Sport, Trowbridge Council and our local SGO) as well as creating our own challenges based on the needs of the children to support with their physical education development that normally happens within school. Another approach we took was to provide activities in which limited equipment/space was needed and ideas of how the challenges could be adapted to make them easier or harder.
- ❑ Examples of the activities we have engaged with are: virtual 5km / Marathon (run, jog, walk, skip, cycle, skate etc) which we also raised money for the NHS, virtual school games, beat the street, virtual sports day, skills challenges and a half-term photo challenge where the families have to visit their local area to picture themselves (something beginning with the first letter of their name, an unusual door, a beautiful view, an act of kindness etc...
- ❑ <https://www.facebook.com/groveprimaryschooltrowbridge>



# What has been the impact?

- ☐ The majority of children have taken part in the challenges that we have provided. Around 70% have taken part in the Wiltshire School Games challenges and 75% completed the 5k / Marathon challenge.
- ☐ Families have completed the challenges together, experiencing the joys of being physically active, being creative and challenging themselves.
- ☐ The children/families have loved sharing their experiences and achievements – pictures, videos, conversations with the school. We believe that this has kept those children learning at home still feeling like part of the school and seeing their efforts valued by the school community.
- ☐ It has helped families structure their days learning and the opportunity to be active.

“We really want to encourage children to get outside as much as possible. Being outside – walking, running, cycling or scooting, playing a game – is incredibly beneficial for fitness and wellbeing. Fresh air and exercise are well-known to support mental health and this has never been so important as during this current and ongoing situation. Setting these challenges, we hope that our families will enjoy time together as well as enjoying physical activity and challenging themselves to do their best, be creative and develop life skills.”

Mrs Pemberton, Headteacher and Daniel Murphy - PE curriculum lead.



Sharing good  
practice

Upland Primary  
School  
London



Our focus during lockdown has been to maintain fitness levels and inspire an active lifestyle at home.

- Daily fitness and yoga videos have been uploaded to Google classroom every morning and children can access these video's throughout the day. Our data shows that 48% of households are actively taking part in the daily fitness videos.
- Weekly PE lessons - Children have continued with their weekly PE lessons which have been adapted to suit working from home. All lessons are skill based with children practicing a new skill each lesson. Reception - year 3 are currently studying football, where our sports coach uploads videos for pupils to follow and years 4-6 are studying netball. Our sports coach has also uploaded videos of himself or peers that are in school which the children can follow and practice at home. At the end of each lesson there is a challenge based around the skill being taught that week. Children then have the opportunity to either upload their score to the Google Classroom or add a photo or video of themselves. This gives us an opportunity to see how the children are progressing at home.
- Staff participation - Staff across the school have been filmed taken part in the fitness videos and yoga sessions, continuing to increase their confidence and skills in teaching and promoting PE.
- Parent survey - We will be sending a parent survey out to find out the children's act at home during lockdown and physical activities which they participated in in order to PE curriculum for the children's return to school.





Sharing good  
practice

Bathampton Primary  
School  
Bath





# PE at Home



PE Challenge		
Mountain Climber	70	
Beam Bag Throw	10	
Speed Bounce Challenge	85	
Star Jumps Challenge	71	
Roll and Release	31	
Lunges	31	

## Feeling Flexible? PE Home Learning

Can you try your hardest on each station and ensure you do not give up?

**Time to Learn:**

- Layout five markers in a space around your area. These are your five flexibility circuit activities.
- Station 1:** Perform ten extended tucks.
- Station 2:** Perform ten roll and release.
- Station 3:** Perform ten lunges.
- Station 4:** Perform ten arches, holding each one for five seconds.
- Station 5:** Perform ten ext raises.
- How many times can you r circuit?

**Top Tips**

- Stretch Out!
- By stretching this will imp our flexibility.

## Animal Moves PE Home Learning

Can you be creative and become lots of different animal characters?

**Time to Learn:**

- Choose some music that reminds you of animal.
- Become an animal character. Can someone watching guess which animal you are?
- Can you create movements where you pretend you are moving over things or under things in your animal's habitat?
- With a partner, what happens when the two animals meet? Can you create a movement to show what happens?

**Top Tips**

- On your own, could you try becoming an elephant and move slowly with big heavy steps?
- With another person, create two movements to show what happens when your two animals meet.
- Can you include high and low movements as well as a change of direction in your sequence?

**Let's Reflect**

- Did you move staying in character as your animal?
- Could you imagine your

## Noughts and Crosses PE Home Learning

Can you play fairly and play by the rules?

**Time to Learn:**

- Mark out a noughts and crosses grid, using chalk, paper or hoops.
- Each player needs five items such as socks or teddy bears. Make sure each player has a different set of items.
- On the

players race me inside the

After each go, v must return our starting vnt and form a 'activity' going

**Compete against different family members!**  
Who will be the ultimate champion?

**Let's Reflect**

- Why do you need to plan where you were placing your items before you started running?

Active maths and English activities in live lessons- run and find 5 green and 5 red objects in your house, call out the 10 times tables with every star jump.

- We have delivered live PE lessons to every class each week. These have been delivered by Up and Under Sports (coaching company) and supported by the PE coordinator. They have focused on PE outcomes rather than just getting children physically active so the EYFS and Year 1 had sessions focused on travelling in different ways and using different body parts, Year 2 and 3 had an indoor athletics theme focused on jumping and throwing technique, and Year 4/5/6 focused on hand eye coordination through individual challenges.
- We have used the Complete PE home cards in a few ways:
  - to increase physical activity at home
  - to support parents to understand how to adapt an activity and how to ask questions to deepen understanding and thinking
  - for children to design their own circuits or challenges which has led to Joe Wicks style videos or children creating their own games/activities/circuits for younger siblings
- Personal best challenges- through the SSP we have set personal challenges for KS2 where they record their base line score, work on developing that skill and then record their score again. These have focused on improving fitness, strength and agility.
- Lots of teachers, particularly in KS1, have incorporated active elements to their online lessons such as scavenger hunts, chanting and jumping, finding objects in the room and arranging in certain ways etc

Sharing good  
practice

St Fidelis Catholic  
Primary School  
Bexley, London





# Case Study - St Fidelis Home Learning



Vicky Bull  
@vjbullPE



## A health warning!

When it comes to “virtual PE” & “Home Learning”, there is no right & wrong, and no best way of doing it.

No PE practitioner went into the job being able to deliver online - but everyone who is trying their best in the current climate to give our children something to engage in PE is already winning!

The main aim has been **connection.**

Although ‘learning’ lessons & content is important, what the children are missing the most is school itself with its community and staff.

## The reality of online sessions



<https://twitter.com/VjbullPE/status/1351329035041832963?s=20>

<https://twitter.com/VjbullPE/status/1351329035041832963?s=20>

# Live Sessions

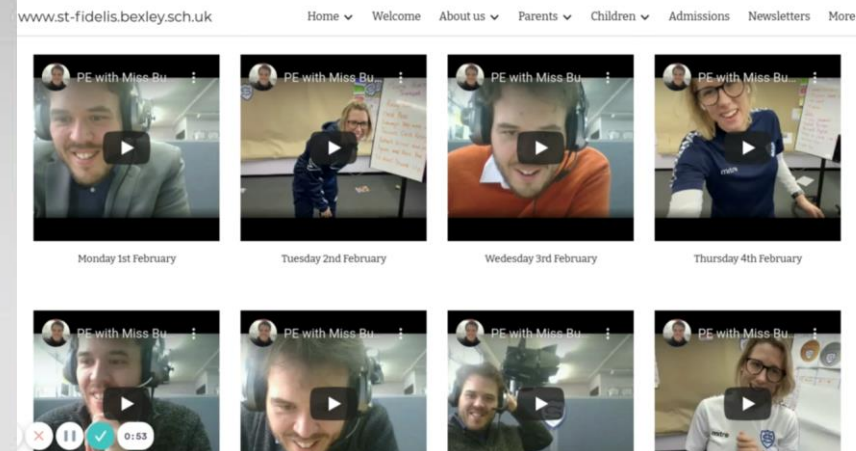
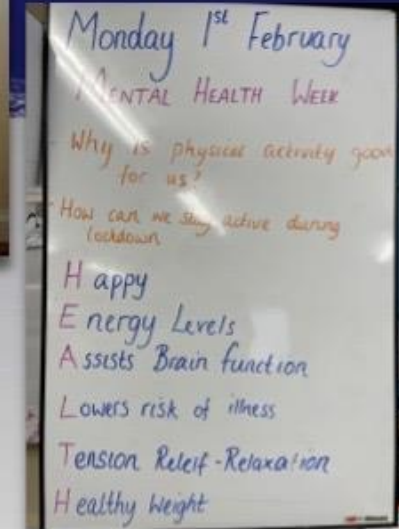


Vicky Bull

@vjbullPE

## Aims & Benefits: Connection, Active & Structure

- Connection with the teachers & making each child feel important for a short time.
- Keeping kids active for 30 minutes a day to hopefully minimise the negative impact of lockdown when they return.
- Still drip feeding important vocabulary related to PE.
- Gives parents at home an opportunity to either leave their child for a short time, or join in with them for some active family time. (We have had positive comments in a recent survey to suggest both of these are needed).
- Able to give feedback to children instantly when needed and ask questions (children are encouraged to use the chat function to answer questions).



## Impact

- 75 - 90 Kids accessing every morning.
- Feedback from parents to say how much the kids have thrived from the connections maintained, and stayed engaged with activity every day or almost every day.
- Yet to see fitness levels - this will become apparent when kids back

[Click for video](#)



# Pre Recorded Content & Virtual Classrooms



Vicky Bull

@vjbullPE



## Aims & Benefits:

- Engage kids in short activity breaks that they can do when it suits each individual around their other online learning.
- A way of giving instructions/challenges with a familiar face & voice to enhance opportunities for connection that are otherwise missing at this time.
- Give the opportunity to still compete - both against self, family members, peers & feel part of a bigger community through the use of the school house system.
- The use of google forms to give an end goal or time to celebrate.
- Engage parents at a convenient time for them if they wanted to participate or engage in family activities. Likewise, the kids can also conduct all activities on their own.



[Click for video](#)



## In summary

- Remember that whatever you have been doing and whatever you are planning to deliver is brilliant!
- Look at the ideas shared by other schools. See if this would help/make your life easier.
- All Home Learning resources will remain available and FREE for every school until such a time that they are no longer necessary.
- Challenge all pupils at home and in school to be as active as possible through PE, PA and play.

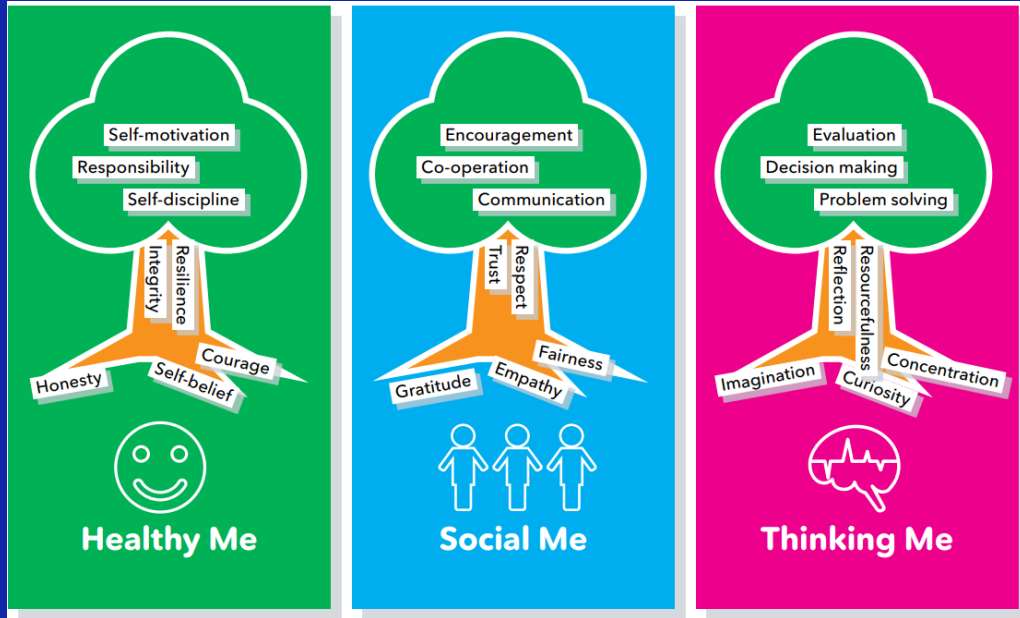


For further  
support and guidance

For more information and support contact,  
Catherine Fitzpatrick  
[catherine@completeperesource.com](mailto:catherine@completeperesource.com)



# Thank you



<https://www.youthsporttrust.org/mypersonalbestpri>

May Virtual CPD week

National School Sport Week 19-25 June

@youthsporttrust

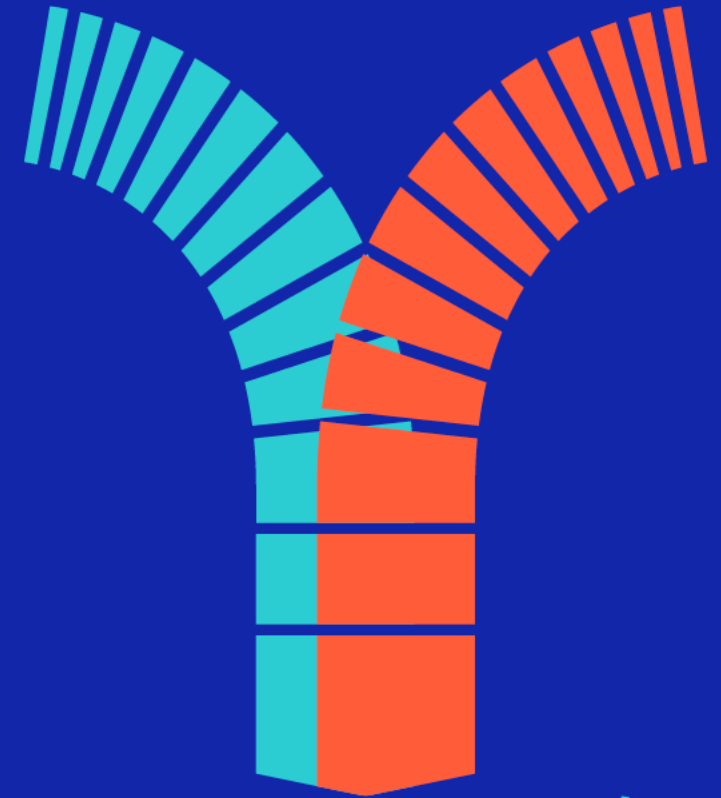
[www.youthsporttrust.org](http://www.youthsporttrust.org)

# We hope you have enjoyed today's free to access webinar.

If you would like to make a donation to help support the ongoing work of the charity, please visit:

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# THANK YOU



Thank you doesn't seem to be a strong enough word to convey the gratitude for the work you have carried out during what has been the most challenging year in education. Do not underestimate the impact of your power; to engage, excite and connect, whether that be physically in school or reaching out to those at home remotely. You are all superheroes

**SIAN HALL**

**HEAD OF SCHOOL, ST BREOCK PRIMARY SCHOOL, CORNWALL**



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