

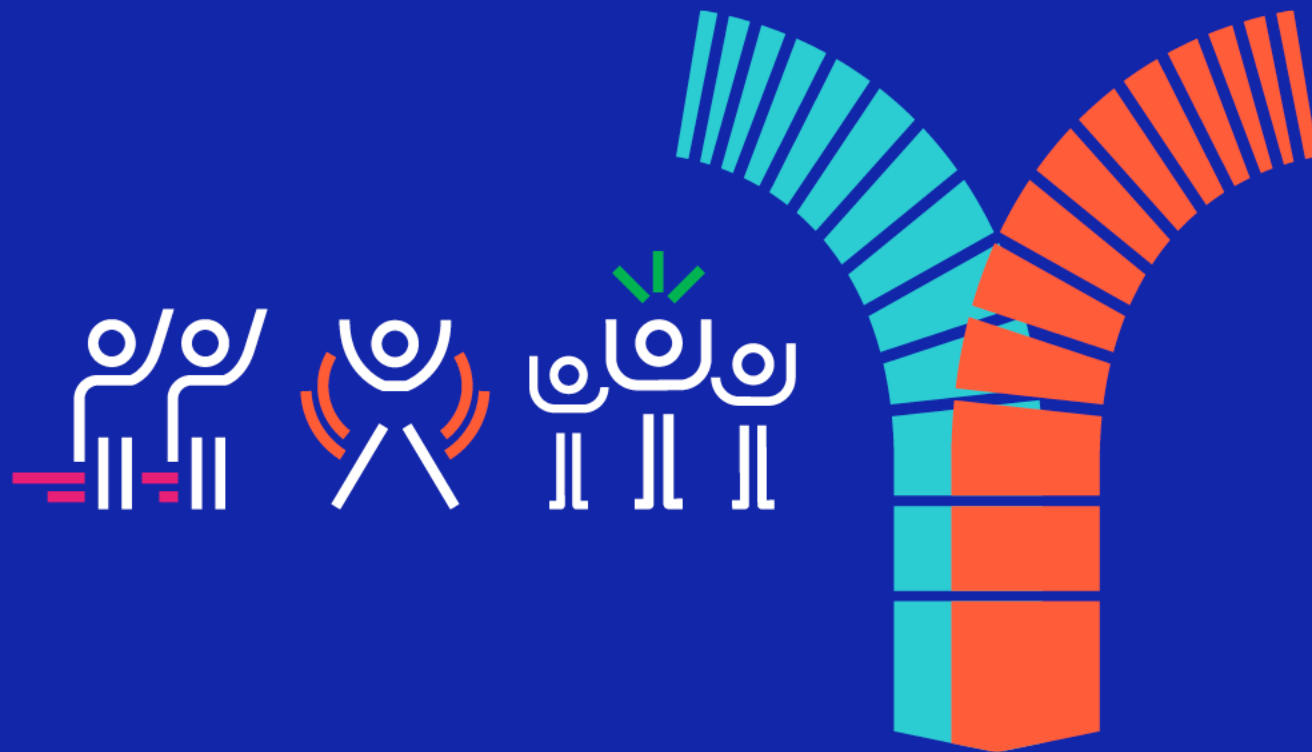


Coronavirus Support *Live*

22-25 February 2021

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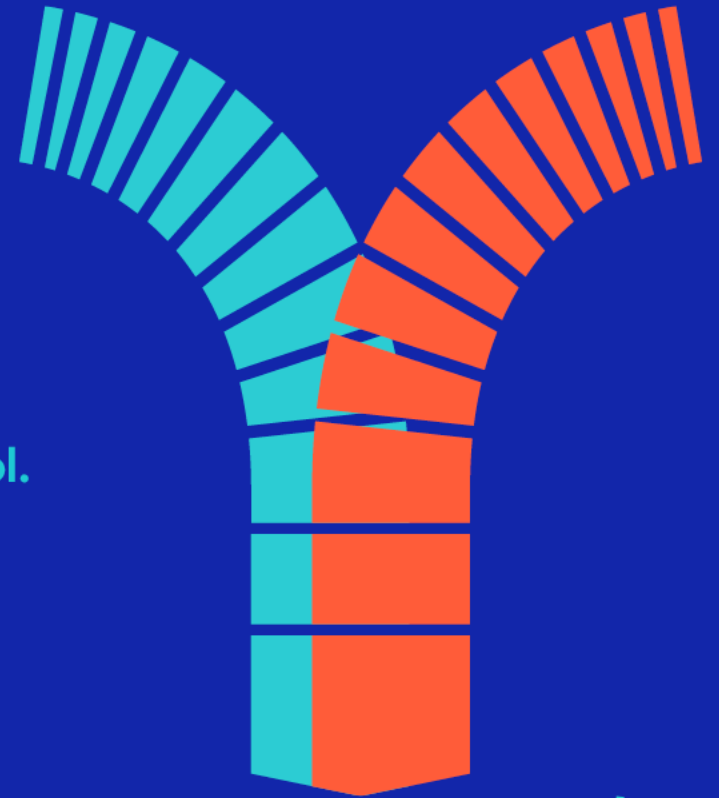
COMPETITION

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.



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Supporting the here and now of the delivery of Physical Education in the secondary space

Kate Thornton-Bousfield



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Outcomes

- Challenging the development of the whole child through home learning
- Explore ideas that will support the delivery of home Physical Education including Oak National Academy
- How can we increase physical activity opportunities at home
- Preparing for the return to school



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The ask

- Challenging time for education
- Responsive and Reactive
- Geographic/demographic/school/MAT/LA differences
- Virtual learning/home schooling v working
- No one way
- Approach driven by learner needs
- Factors influencing approach



Current situation



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DfE Guidance to remote learning

How do we provide PE?

Role of Ofsted



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Remote Learning



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DfE guidance to remote learning

- You do not always need to use live teaching
- When teaching pupils remotely, DfE expect schools to:
- Set meaningful and ambitious work in a range of subjects
- Provide teaching that is equivalent in length to the core teaching time
- Use recorded or live direct teaching time, time for pupils to complete tasks and assignments independently
- Key stage 3 and 4- 5 hours a day



Types of remote learning

- **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



The role remote learning can play moving forwards;

- School refusers
- Parents choosing to keep their children at home
- Home schooled children
- Poorly children
- Children recovering from surgery
- Absent staff



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Approaches to PE

- Live lessons
- Oak National Academy lessons and their use to monitor progress
- Hybrid lessons
- Extended project lessons
- Physical challenges with higher order questions

What is working well?



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



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What is PE?



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What is PE?

- What is high quality PE?
- How can we achieve this in both home learning environments and in key worker/vulnerable children in a school setting?
- How can we monitor engagement and progress?

What is PE?

Superb 'Physical Education' is well-structured, relevant/purposeful learning experiences, where all pupils, through a range of activities, develop physical and personal skills, knowledge, and confidence to motivate and prepare learners to lead healthy and physically active lives.

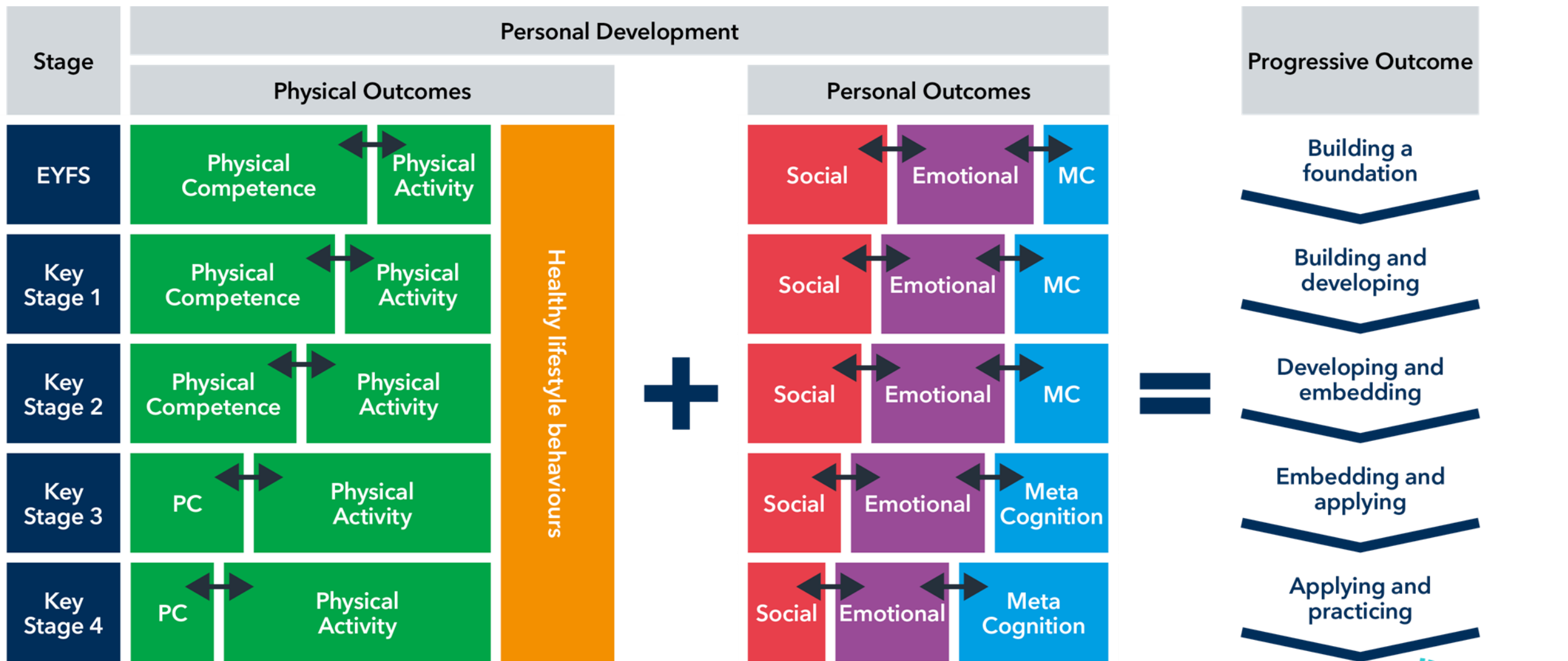
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The E in PE



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The E in PE

- Development of whole child
- Physical
- Social and emotional
- Cognitive
- Life skills

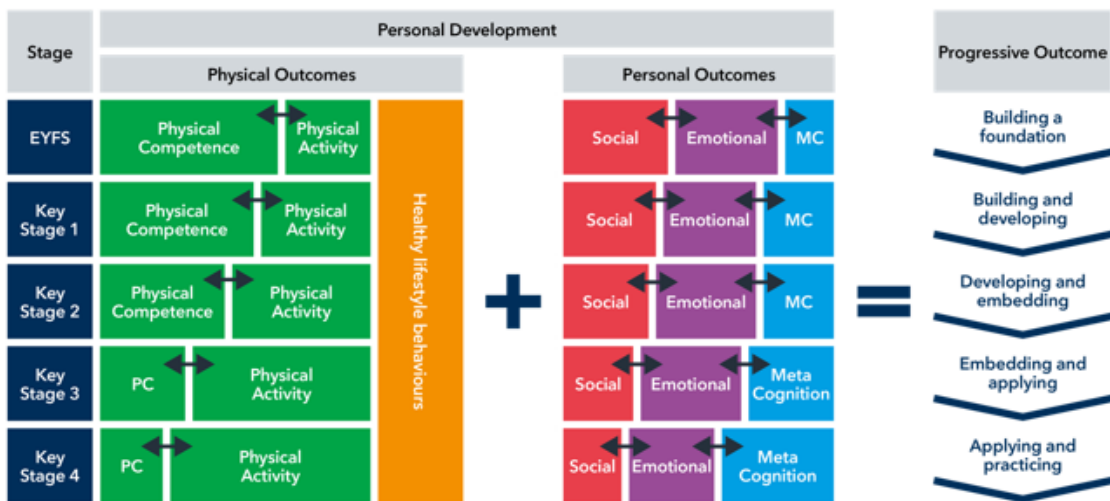


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Retaining the purpose of PE



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

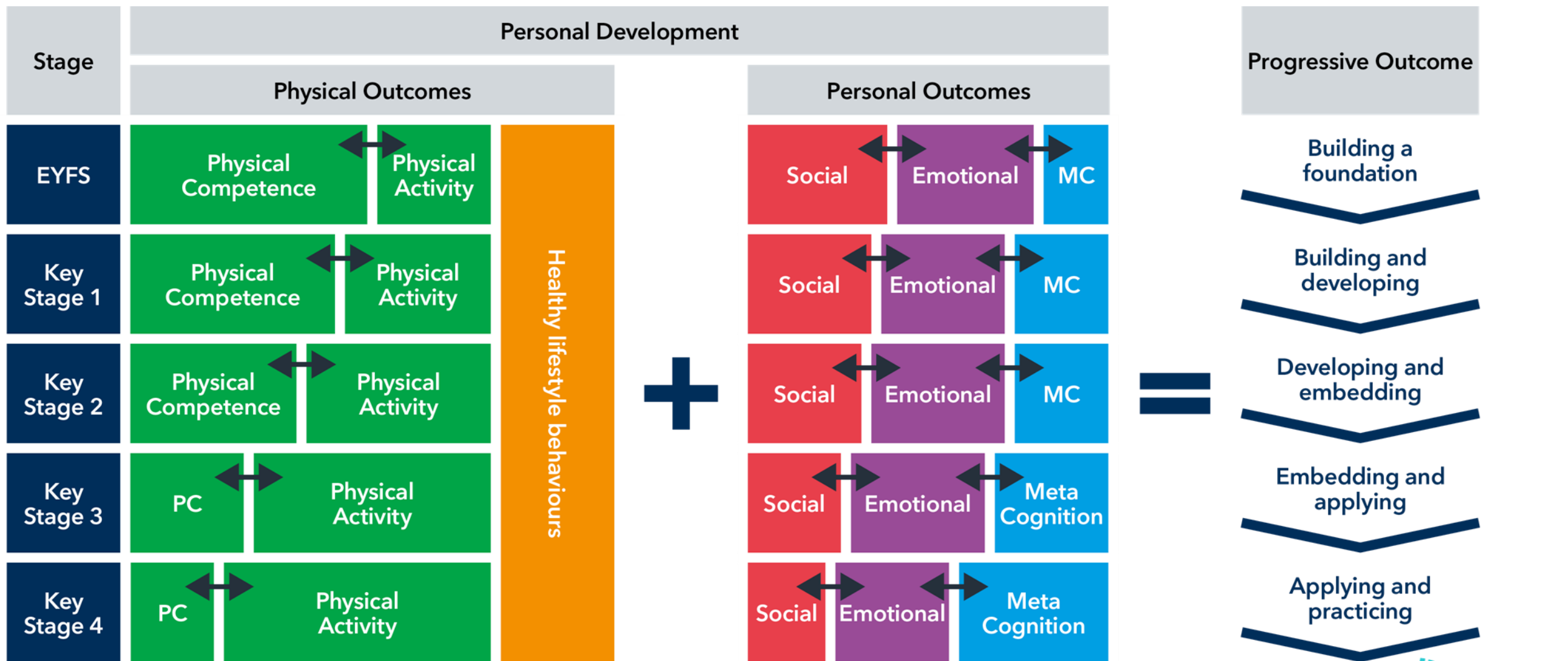
PE can do much more than keep children fit – but its many benefits are often overlooked

October 29, 2020 11:47am GMT

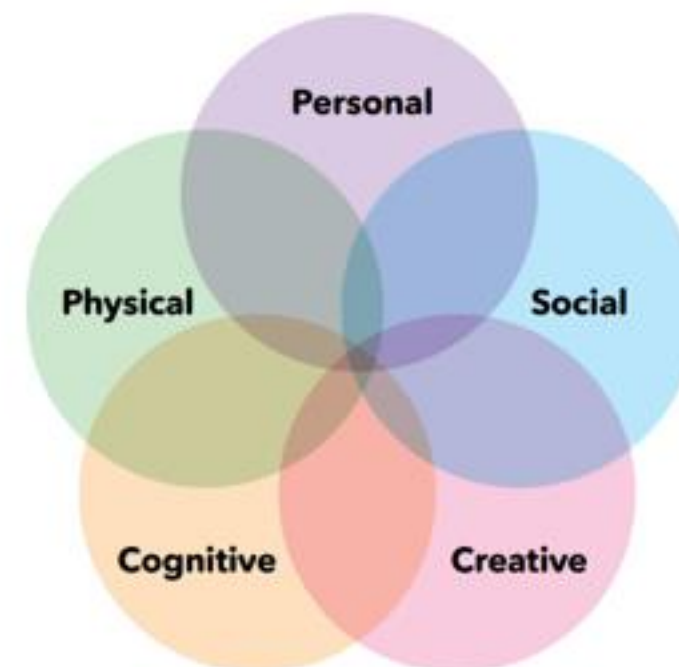
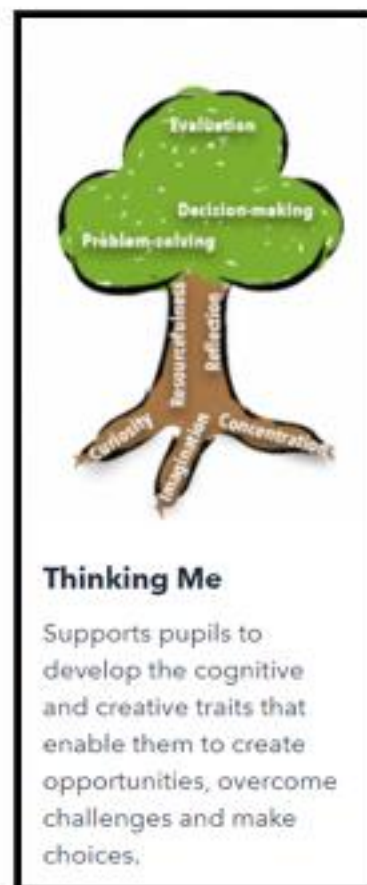
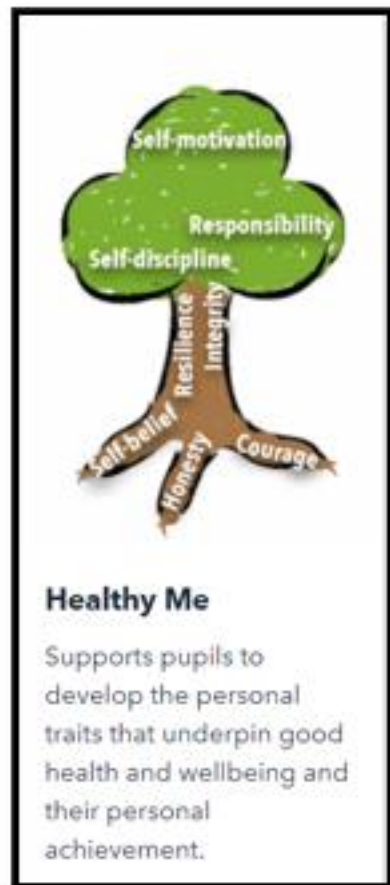
Beyond Joe Wicks – why teachers worry the lack of PE will have lasting effects on children's health

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





My Personal Best



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- Routine inspections are suspended, intention summer return
- Currently non-graded inspections of
 - Inadequate schools
 - Schools judged RI in their last 2 or more consecutive inspections
 - Some other schools that require improvement

Designed to:

- Provide assurance to parents
- Provide support to schools
- Take into account the school's context, including the impact of coronavirus
- Enable inspectors to reach an assessment of whether leaders and those responsible for governance are taking effective action to provide education in the current circumstances



Focus on:

- Action being taken to provide education in the current circumstances
- The curriculum, including any adaptations to meet current challenges
- The provision of remote education
- Support for SEND whether in school or educated at home
- The contribution of those responsible for governance
- The impact of support and challenge provided to the school, including from external partners



Ofsted has the powers to inspect a school where it has significant concerns .

This could include concerns relating to:

- The quality of education being provided, including remote education
- Safe guarding



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Questions to consider;

- Challenges you face
- Ensuring safety of pupils
- Engagement level
- Teacher workload
- Curriculum offer and adaptations
- Assessment of pupils
- Support for SEND
- Plan for post lockdown
- Teacher support and cpd

23 February-7 March : Planning for the return to school



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What are your plans?

The needs of your learners

- Impact of lockdown
- Lack of structure and routine
- Learning environment
- Social connectedness
- Anxiety
- Disengaged










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What are your plans?

 Secondary Physical Education Response to COVID-19 Helping children recover from the consequences of lockdown and COVID-19 delivery ideas			
	Lockdown restrictions might cause pupils' to return to school with:	Suggested activities for Secondary Physical Education	Intent (In response to Covid-19)
	Loss of functional capacity	<ul style="list-style-type: none"> Athletics and athletic challenges (Eg. Classroom to 3K) Fitness Circuits Gymnastics 	<ul style="list-style-type: none"> To develop stamina, strength & flexibility Developing individual skills / movements Creativity and basic composition
	Lacking movement competence	<ul style="list-style-type: none"> Skills practices; covering a broad range of activities Personal challenges Engagement with social tasks (Eg. Tik-Toc routines) 	<ul style="list-style-type: none"> Improve confidence in performing techniques Development to become an effective performer Analyse and feedback to improve performance
	Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> Activities which focus on communication and collective performance (Eg. Dance, Cheerleading, aerobics and OAA) Pop Lacrosse / goal ball / boule / boccia / adapted games 	<ul style="list-style-type: none"> Encourage social interaction Develop communication skills and teamwork Develop problem solving and leadership skills
	Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> Playground games (maximise Physical Activity opportunities) Daily exercise / activity / yoga / Pilates / tai-chi Dance 	<ul style="list-style-type: none"> Controlling breathing, emotions and mindfulness Developing self expression and creativity Develop communication and collaboration
	Inactivity (too much time indoors)	<ul style="list-style-type: none"> OAA and Problems Solving (Eg. Scavenger hunts and orienteering) Health related fitness challenges Classroom to 2K / 3K / 4K 	<ul style="list-style-type: none"> Connection with the environment and regaining perspective Re-engage with outdoor environment (Eg. Nature)
	Lack of motivation and confidence	<ul style="list-style-type: none"> Personal Challenges 1 vs 1 challenges Foot golf / tri golf / heptathlon / multi sport / frisbee 	<ul style="list-style-type: none"> Achievement / personal best Prepare and for competition Experience competing

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.



What are your plans SEND?






Secondary (KS3) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils to return to school with:	Intent (In response to Covid-19)	Teaching Considerations	Activities for KS3 pupils with Physical Disabilities	Activities for KS3 pupils with PMLD	Activities for KS3 pupils with ASD / Learning Disabilities
Loss of communication and confidence Withdrawing behaviours associated with anxiety	Re-establish leading/officiating skills building confidence	See FC / KS1 and KS2. • All activity delivered using Government and aPE guidelines	• Bocce / Kurling Golf. Take turns setting and describing courses • Outdoor education e.g. teambuilding or picture-based orienteering • Creating their own game to deliver to their bubble	• Using communication (Hi or low tech) to direct a partner or adult in a fun way. Turn taking leading warm up or starter activities	• Small group social games with physical distancing. Circuits with skill-based activities where individuals can explain and lead each station
Loss of enthusiasm or confidence to try physically challenging tasks in PE / Therapy	Re-ignite enjoyment of personally challenging activities and games. Setting targets	• Ensure any partner teamwork is done with social distancing in mind • Consider communication aids to which effectively promote feedback	• Setting fun personal challenges and measuring success over a period of time	• Wheelchair yoga sessions either individually or as a pair • Dance using musical stimuli	• Use of deals and rewards based on EHCP motivators and personal interests. Display these visually
Increased loneliness or dependence on virtual platforms	To work together as a team accomplishing a task together	• Keep track of any personal bests and celebrate achievement regularly	• Team based target games such as Bocce or Kurling where success is a team effort	• Moving objects such as releasing a ball down a ramp around a course with a partner or adult	• Use of lifestyle activities facilitated in physically distanced safe social zones within school
Lack of muscle tone and strength increasing dependence on others	Building confidence, recognising physical ability		• Table based games such as Polybat, Table Skittles or Target Table Cricket with others	• Special Olympics MATP skills sessions building on individual ability	• Fitness circuit with physical distancing and safe social zones • Fitness activities such as press ups against a wall, push/pull activities

NB: All activities should follow Government Guidance in response to COVID-19 and aPE safe practice guidelines.





Secondary (KS4) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils to return to school with:	Intent (In response to Covid-19)	Teaching Considerations	Activities for KS3 pupils with Physical Disabilities	Activities for KS3 pupils with PMLD	Activities for KS3 pupils with ASD / Learning Disabilities
Anxiety, stress or bereavement for themselves and those around them Worries about the future	Enabling others to complete tasks and activities through coaching/leading Opportunity for pupils to be heard	See FS / KS1, KS2 and KS3 • Are there any awards which can be gained such as sports leaders, DofE Skills awards?	• Working with a partner take a game of choice and coach partner to improve one skill. E.g. Bocce, Table Cricket, Polybat, Gymnastics	• Dance, working with a partner or adult set a movement which can be copied and built upon to complete routine which can be demonstrated	• Diversionary activities such as movement breaks personalised to the young person based on their EHCPs and personal motivators and stressors
Lack of muscle tone and strength increasing dependence on others	Understanding how physical development through physical activity improves health and independence	• Any online learning which can be completed at home? • Knowledge of local opportunities such as orienteering, walks etc	• Fitness sessions e.g. circuit training or athletic personal challenges • Creating own health related fitness plan or helping another in bubble	• Fitness sensory circuit where small movements are done with a series of music	• Outdoor sensory circuit with physical distancing in safe social zones • Orienteering and geocaching activities linked to technology as a motivator
Loss of motivation to be physically active outside of school environment	Understand how using personal best activities can be carried on at home	• How do pupils' feedback what's happening outside of the school environment? • How is success celebrated e.g. virtual assemblies?	• Orienteering, geocaching fun treasure hunts etc that could be done using local resources	• Explore different 'at home' activities which could be done with parents/carers such as stretch, twist and bend. Cards could be sent home	• Live events delivered and recorded by trusted and recognized adults can be used as a tremendous motivator for physical activity
Increased loneliness or dependence on virtual platforms	To work together as a team accomplishing a task together while being able to lead younger pupils in PE		• Outdoor education team building where success is measured by a team task being completed • School Games based virtual events	• Special Olympics MATP skills sessions building on individual ability	• Low stress, low demand and high stimulation activities such as lifestyle activities like Nordic Walking, cycling, climbing can help reconnect young people to PE/SPA add in virtual school games based

NB: All activities should follow Government Guidance in response to COVID-19 and aPE safe practice guidelines.

8 MARCH 2021: The return to school



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Using PE, physical activity and school sport to reengage learners

Fun, inclusive activities

Team challenges and OAA

Development of social and emotional - RSHE

Intra competition

Personal Best

Transition

Practice time/play, practice the basics



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Back in the school environment

DfE guidance published 22 February 2021

specific pages 58: Physical Activity

Page 51: wrap around and extra-curricular activity

Page 12: face coverings do not have to be worn in PE lessons

Inter school competition:

‘competition between different schools should not take place until wider grassroots sport for under 18’s is permitted’

Aligns with DCMS guidance on grassroots sport



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Thank you

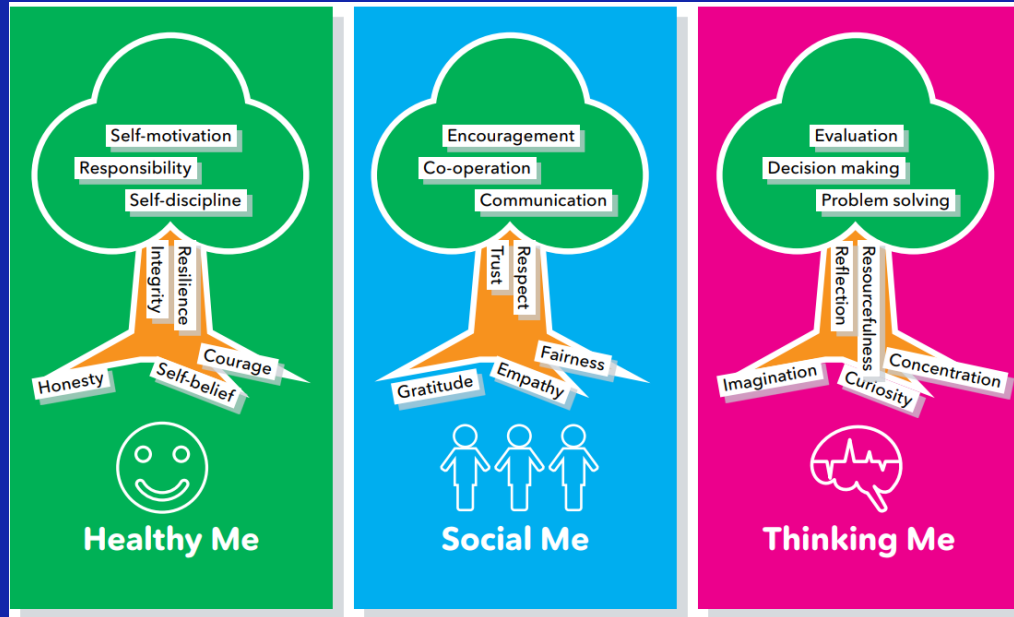
<https://www.youthsporttrust.org>

May Virtual CPD week

National School Sports Week

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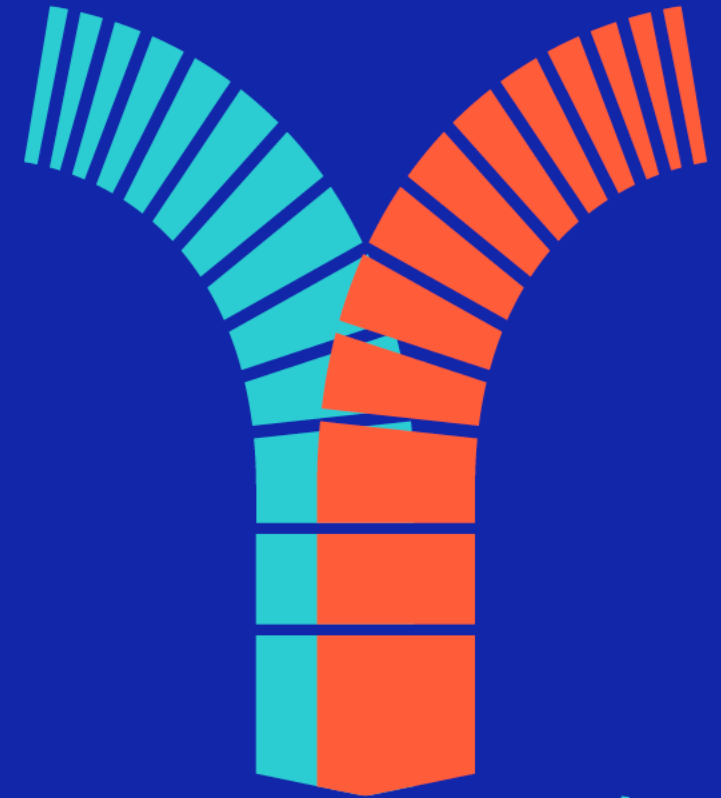


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