

Recovery and moving on with COVID

Case Studies 2020



Recovery and moving on with COVID

INTRODUCTION

Case Studies 2020

School leaders and staff have worked tirelessly since the first national lockdown in March 2020 to maintain education during such a challenging time. The case studies included in this booklet were collated in November and December 2020 following the first lockdown and after pupils had been back in school for a couple of months. We hope that the detail and learning incorporated in the case studies from the first lockdown will support schools in positioning PE, sport and physical activity at the heart of their plans to support pupils recover from the many impacts COVID has had on their lives. Schools will play a vital role in rebuilding pupils' confidence, sense of belonging and wellbeing. I would like to thank all of the schools who have provided a case study for inclusion in this booklet during a period of unprecedented disruption.

As we emerge from the third national lockdown, understanding the impact of COVID on pupils in order to shape a meaningful programme of recovery within school will be critical. Understanding the attitudes and behaviours of young people towards physical activity and involving them will be fundamental in shaping any intervention within school. We strongly encourage schools selected to take part in the Active Lives Children and Young People (ALCYP) survey to do so. Amongst other benefits, taking part generates a report which schools can utilise to help understand their pupils' physical activity levels and help inform future priorities. For more information on the ALCYP survey please contact info@activederbyshire.org.uk or info@activenotts.org.uk

The PE and Sport Premium should play a crucial role in funding additional and sustainable improvements to the provision of physical activity PE and sport, for the benefit of primary-aged pupils, in the 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles. For more information on how the PE and Sport Premium should be used and accountability please visit www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

PE and sport are essential to young people's physical, social and emotional development. There are a number of organisations locally, regionally and nationally which are positioned to support and provide opportunities for schools to enhance their provision including our national partners

Youth Sport Trust www.youthsporttrust.org/

and afPE www.afpe.org.uk/physical-education

Online PE lessons can also be sought through The Oak National Academy www.thenational.academy

Please visit the Active Derbyshire and Active Notts websites for more information

www.activederbyshire.org.uk/young-people-active-at-home

www.activenotts.org.uk/young-people-active-at-home

for more information.

Amongst other things, the School Games Organiser networks across Derbyshire and Nottinghamshire will also be focusing on provision that targets young people whose physical activity levels have been most negatively impacted by COVID, opportunities that improve physical, emotional and social wellbeing.

Area School Games Organiser contacts:

- Amber Valley
 - ✉ mark@avssp.co.uk
- Bolsover
 - ✉ ashipley@shirebrookacademy.org
 - ✉ CHayes2@shirebrookacademy.org
- Chesterfield/North East Derbyshire
 - ✉ P.Ryan@brookfieldcs.org.uk
 - ✉ S.Campbell@brookfieldcs.org.uk
- Derby City
 - ✉ info@derbycityssp.co.uk
 - ✉ jo.wilkinson@dcct.co.uk ✉ wayne.collings@dcct.co.uk
- Erewash
 - ✉ bgrainger@kirkhallacademy.co.uk
- High Peak
 - ✉ dawn.richardson@buxton.derbyshire.sch.uk
- Rural Derbyshire
 - ✉ jprice@anthonygell.co.uk
- South Derbyshire
 - ✉ ian.gee@southderbyshire.gov.uk

- Ashfield
 - ✉ ghall@nationalacademy.org.uk
- Bassetlaw
 - ✉ KVoice@retfordoaks-ac.org.uk
- Broxtowe
 - ✉ steven.benson@whpfederation.org
 - ✉ David.HH@broxtoweactiveschools.co.uk
- Gedling
 - ✉ t.elliott@theacademycarlton.org
- Mansfield
 - ✉ nbiggs@themanor.notts.sch.uk
- Newark and Sherwood
 - ✉ mitchells@josephwhitaker.org
- Nottingham
 - ✉ n.robbs@ellisguilford.nottingham.sch.uk
 - ✉ k.kinsey@ellisguilford.nottingham.sch.uk
- Rushcliffe
 - ✉ c.ballard@snacademy.org.uk

Palterton Primary School, Chesterfield



Age range: 4-11 years
Numbers on roll: 97 pupils
SSP Area: Bolsover District

- School size- Palterton is a smaller than average sized primary school
- Area description- Palterton is situated in a village within Chesterfield
- Indoor/outdoor space- The school does not have any indoor space but does have a playground and Multi-use games area
- Ofsted rating: Good

RATIONALE

The Headteacher and school staff have always had physical activity high on the agenda. During lockdown they knew that some children would have been less active and would have been missing all the opportunities that would normally be available for them in school. It was also widely acknowledged that some children would struggle with going back to school and could even suffer from separation anxiety so the school worked hard to make things as normal as they could for the children.



project aim

- To help make the transition back into school as smooth and as possible
- To give the children a sense of normality and help them return to normal activity levels
- To keep physical activity high on the agenda
- To develop the leadership role

✓ activities

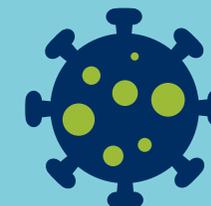
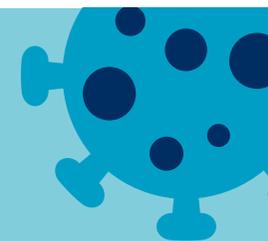
ACTIVE ARRIVALS each day the Headteacher or another member of school staff meets the children on the school gate. Rather than just standing and saying 'Good morning' there are a range of activities to welcome the children into school. Sometimes there is music playing and the children dance up the playground with the Headteacher, other days there is a dice to roll which gives you an activity to try, for example, 'fly' or 'drive' to your classroom. Other days chalk is used to draw a line or pathway for the children to follow, or a trail for them to complete. A bubble machine is also used and is a great distraction for those children who might have trouble saying goodbye to their parents.

SCHOOL GAMES VIRTUAL COMPETITIONS the school has always entered a lot of local competitions, which it obviously cannot do in the same way now. It has been taking part in virtual competitions organised by the School Games Organiser for Bolsover and is also starting to organise more intra competitions between the school houses. This is something that the children were really missing and will help give them a sense of normality. The school took part in 'Stand Up Derbyshire' in September which saw the school focussing on physical activity for the day.

SPORTS LEADERSHIP WORK the school has a strong sports leadership history. As children cannot mix across bubbles, they had to be creative and think of a way around this, so that the year five and six children still had the opportunity to develop their sports leaderships skills. They have come up with a way around this by filming the active lunchtime sessions. Instead of the sports leaders setting up games and leading activities on the playground, they are now filming themselves doing an activity which is then shared with the younger children and shown on the screen on the playground. They are hoping that this format can also be used for the year five and six children to develop a winter festival for the younger children.

QUALITY PE LESSONS the children are still getting two hours of high-quality PE lessons each week. They now come to school in their PE kit, so they get a longer time being active and are following Covid-19 guidance. They are focusing on sports such as cricket, hockey, athletics, and handball, which are easier to adapt to follow social distancing guidelines and are sports the children enjoy and some they missed out on during the summer lockdown.

NUMBERED EQUIPMENT the school has numbered its equipment so that when the children are using it, it is easy to keep track of who has what. The children sanitise and rehydrate every 15 minutes, following Covid guidelines.



Palterton Primary School, Chesterfield

reach

All children from reception to year six have benefited from this work as well as some of the parents who like to join in with the activity in the morning



top tips

The top tip from the Headteacher is that you have to take a child-centred approach, they should be at the heart of what you do!



Challenges and how they have overcome them...

The main challenge has been the one of following the ever changing COVID guidance.



benefits/impact

what are we actually seeing?

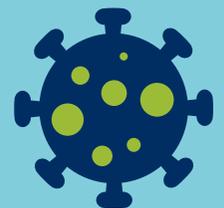
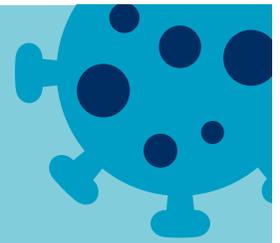
HEADLINES the start to the school day is smooth and a positive one, children arrive with a smile on their face and are excited to get going. There have been very few examples of children not wanting to come into school. Parents are positive about the 'active arrivals' in their feedback.

All children are taking part in two hours of high-quality PE a week, as well as the active arrivals and active lunchtimes. The year five and six children are developing their sports leader's roles.

Individual examples...

A child in year two who was always anxious before lockdown when arriving in school and suffered from separation anxiety has really benefited from this approach. She now arrives at school with a smile on her face and is often heard to be asking 'what's today's activity?' which she then does and enjoys doing.

“ We believe the importance of home and school working together is more vital now than it has ever been. We have endeavoured to make the transition between these easier and more child-orientated resulting in the children being happy and excited to come into school every morning and families feeling confident that their children are in a school that puts them at the heart of all they do. Active arrivals into school allow the children a positive start to their day, they are engaged and energised plus distracted from any worries. ” Headteacher Ros Horsley



West Park Academy, Kirkby-in-Ashfield



Age range: 4-11 years
Numbers on roll: 225 pupils
SSP Area: Ashfield

- School size- West Park is a smaller than average sized primary school with intentionally small classes in Key Stage 2
- Area description- West Park is in Kirkby In Ashfield in Notts
- Other features - 40% of pupils are eligible for free school meals
- The school has both indoor and outdoor space
- Ofsted rating: West Park is a newly formed academy and is yet to be inspected

RATIONALE

The Senior Leaders have prioritised PE and physical activity as part of their COVID recovery plan as they are concerned about how much time the children have been spending indoors, being inactive and the increased amount of time the children have been spending on technology. There are also concerns over weight gain and poor eating habits that some of the children have developed. This is something the school has been monitoring discreetly.



project aim

- To get children used to being back at school and being more physically active
- To help the children make the right choices and develop good habits
- To improve attendance and reduce the number of behaviour incidents
- To support teachers to deliver higher quality PE lessons and use assessment data to track progress
- To provide more opportunities for the children to access activity throughout the school day



activities

NEW ACTIVITIES AND APPROACHES AS A RESULT OF COVID

With a focus on supporting staff to drive high quality PE and develop the whole child through PE, the school invested in a package provided by a commercial provider, which has been rolled out across school from September 2020. This included a comprehensive CPD programme for teachers as well as supporting resources including assessment tools, schemes of work and lesson plans. Each class has been allocated two, one-hour PE slots in curriculum time for PE

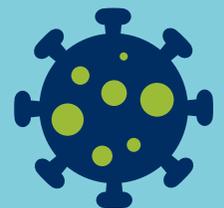
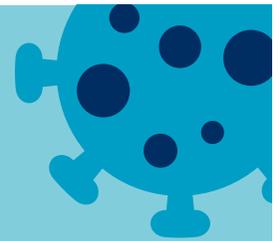
ACTIVE BURSTS have been introduced throughout the day, this means that children have more chance to get up and be active during the school day.

Lunchtimes activities are now led by young leaders. The playground is zoned and the astro turf is used as additional space. There are a wider variety of activities available during lunchtimes and more opportunities for children to be active.

SCHOOL GAMES VIRTUAL COMPETITIONS The school has been entering more competitions to try and keep the children engaged in sport and maintain the momentum they gained before lockdown. Due to COVID these have been virtual competitions and have been organised and ran by the Ashfield School Games Officer.

AFTER SCHOOL CLUBS More after school clubs have been introduced. The school council consulted with the whole school to find out what the children would like to see as after school clubs. In the first half term they had ten after school clubs. These clubs are currently paused until the spring term. When the clubs start again there will also be chance for children to join from home, parents will be given a unique access code for their child to be able to join online.

ASSEMBLIES Both the sports council and academy council have been promoting healthy lifestyles and ideas have been shared in assemblies. The school staff are also concerned about the children's mental health, behaviour, and attendance.



West Park Academy, Kirkby-in-Ashfield

top tips

Include parents and children in your plans, their input is needed more than ever. The Senior Leadership team need to see this as a priority for it to be successful, once they see the benefits, it will become clear.

Challenges and how they have overcome them...

COVID has provided other challenges including the cleaning between sessions and the amount of equipment needed to enable large groups of children to be safe and active. The school is lucky that one of their cleaners can come in over lunchtime and clean equipment before afternoon sessions. By buying more equipment the school has been able to maintain safety and deliver the activities it wants to.

benefits/impact what are we actually seeing?

HEADLINES 100% of children have made progress in PE in the first half of the autumn term. Teachers assessed the children and Senior Leaders moderated the assessments. Teachers have been very excited to see the benefits that PE and physical activity can bring to their classes and have integrated physical activity into the school day with active learning and activities at unstructured times.

Behaviour has improved and the afternoon sessions have become more productive with less time being spent on dealing with dinner time behaviour incidents. The children are enjoying being more active. Parents have sent feedback via ClassDojo to compliment the school on the focus and the benefits it has had for their child.

Individual examples...

Child A in year four had poor attendance, many behaviour issues and had previously received numerous temporary exclusions. They were spoken to about the new opportunities that were going to be available including lunch time activities, after school clubs and higher quality PE sessions. They got fully involved in all activities that have been offered to them and have not had any negative behaviour

“Sport has played a pivotal role in bringing a sense of normality back to our school. At West Park, we believe strongly in both the mental and physical benefits that participating in sport can bring to our children. From the outset, we provided a range of after school sports clubs to provide the experiences our children had been missing since March, whilst continuing to dedicate two hours of our curriculum time to high quality PE teaching. Hopefully in the not-too-distant future, after being successful in the Ashfield District virtual competition, we can get back to giving our children the chance to compete in actual competitions once again - representing your school is always such a proud moment for any child and I can't wait to see our children representing West Park with pride once more!” **Mark Nunn - Principal**



Ridgeway Infant School, Littleover



Age range: 4-7 years
 Numbers on roll: 264 pupils
 SSP Area: Derby City

- School size – average sized primary, 3 form entry
- Area description- Ridgeway is in Normanton in Derby
- Any other features, the school has 50% EAL (English as an additional language), 20% Pupil premium and 13% SEND children
- The school has extensive grounds but currently does not have use of the hall for PE due to COVID guidelines, as the space is having to be used for lunchtimes
- Ofsted rating: Good

RATIONALE

The school conducted a Parent/Carer survey at the end of the summer term and teachers carried out a well-being survey of their classes when they returned in September. The Senior Leadership Team collated the responses to both pieces of work. It was clear that many children had spent more time indoors, using technology and had not had as much chance to play and connect with their peers. Fitness levels were also a concern, with children gaining weight and lacking in stamina. Teachers were also concerned about the upheaval the virus had had and how this might affect the children longer term. The findings led them to believe physical activity could be used as a tool to help address some of the issues.



project aim

- To reconnect the children to school and to each other
- To increase fitness levels and build stamina
- To spend more time outdoors
- To allow more time for the children to think and reflect
- To continue to raise the profile of PE and school sport

✓ activities

ACTIVE TIMETABLE AND ASSEMBLY The timetable has been adapted so that there are as many opportunities as possible for the children to get outside and be physically active. The school have introduced socially distanced games, so that when the children came back in September, they could still enjoy being together and reconnecting through play and still be following the latest guidance. Many of the games use little equipment so there was less time spent cleaning. The school made use of online resources from a number of providers.

The PE lead is also delivering a weekly active assembly where everyone has chance to be active together and they continue to raise the profile of physical activity. These are whole school assemblies and are delivered each Thursday.

PE KIT The school has bought every child a set of outdoor PE kit so that they can come to school ready for their sessions and be properly equipped for all weather. The school has limited indoor space, due to COVID restrictions, so they have been using the outdoor space more regularly.

SPORTS COACHES A new sports leader was employed to lead on Active breaks and lunchtimes. The playground is split into three zones for the children to be able to play safely in their bubbles. He leads games and encourages the children to be active with the support of two other coaches and the Midday Supervisors.

WELLBEING The school has introduced well-being sessions at the start and end of the day, this includes yoga, mindful colouring, and mindfulness. The children are encouraged to reflect on their feelings and talk to each other and the teacher. This is helping the children to open up about how they feel and gives them headspace to focus on their schoolwork. The teachers are using their knowledge of well-being to plan these activities and will be having additional training in January 2021.

Dance videos and other physical activities are posted on the school's website, so if a child is off and self-isolating, they can still have chance to be active.



Ridgeway Infant School, Littleover



top tips

Take time after a few weeks of running something like this to step back and see what tweaks can be made. The school dedicated time on an INSET day at the end of week three to talk about what they had noticed and celebrate how far they had come and implement any changes they needed to.

They are also due to conduct another parent survey to see how the changes have been received by parents.



Challenges and how they have overcome them...

COVID poses many challenges and like with many schools, Ridgeway have had to adapt their school day as well as their school building to be able to follow the new guidelines. As more PE sessions are taking place outside, kit became an issue for some families, so the school helped by providing every child with clothing for outdoor PE sessions.

At one point the school had 45% of staff isolating due to COVID, this obviously provides its own challenges, but the new interventions have been priorities and continued to be delivered as they are seen as so beneficial to the children.



benefits/impact

what are we actually seeing?

HEADLINES Teaching staff have already noticed that the children are being more active, and they are beginning to rebuild their stamina. Now children are showing more resilience in PE and physical activity by being more confident to try new tasks and see things through. This has also been transferred to the classroom and other areas of learning. There is also a much greater uptake of physical activities at lunch time, working alongside the sports coach.

Behaviour has settled down with children being regularly encouraged to play together and work as a team. They have had chance to reconnect with their peers and fitness levels have already improved as a result of taking part in the active sessions.

Soft assessments have shown that children are now in a better place, mentally. They are now more able to focus on their work as they have been given the headspace to do so, using the start and the end of the day sessions to reflect on their feelings.

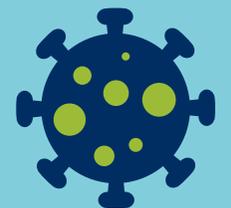
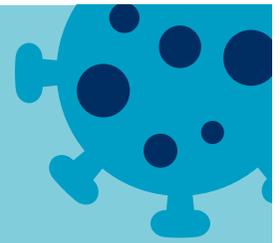
Individual examples...

Y2 Boy: 'It's good to have sports coaches at lunchtimes because it helps to keep us fit!'

Y2 Girl: 'I like to play lots of different games now and it helps us to get better at different skills!'

“ All KS1 children now have their school funded [through the Sports Premium] outdoor PE kit. This has had a huge impact on the quality of PE that can now be delivered, and it means that our staff remain safe in terms of not having to have close contact with children to help them get changed. We have received some lovely comments from parents/carers also and generally, the children look very smart in them! ”

Kim Harford-Smyth, Deputy Headteacher



Kirkby College, Kirkby-in-Ashfield



Age range: 11-16 years
Numbers on roll: 422 pupils
SSP Area: Ashfield

- School size- Kirkby College is a smaller than average secondary school
- Any other features- the school has a high number of children receiving pupil premium, free school meals and those with Special Educational Needs (42 %PP, 42% FSM and 28% SEN)
- Indoor/outdoor space- the school has both indoor and outdoor facilities
- Ofsted rating: Inadequate

RATIONALE

The school sits in a deprived area, with some low levels of activity. Many of the young people historically have poor fitness levels and lack in motivation. This has all been exacerbated during the COVID pandemic with young people spending more time at home, indoors and less time being active. The PE team at Kirkby College felt that to motivate the young people to be more active, they would need to set a challenge with a purpose.



project aim

- To improve fitness levels
- To improve confidence and resilience
- To improve the young people's well-being
- To raise the profile of PE within the school
- To inspire others to become more active

✓ activities

TRAVEL TO TOKYO the school has launched a challenge to get the young people more active, this is called 'Travel to Tokyo'. Whilst the official Get Set Travel to Tokyo is aimed at primary schools, Kirkby College launched their own version to keep their students active. Through walking, jogging, or running laps of Kingsway Park they are trying to travel the total distance it takes to get to Tokyo. After spending so much time indoors during lockdown, staff thought it would be good if the young people were encouraged to be outdoors, in a different environment, being physically active and help improve their concentration back in lessons, develop vital skills such as resilience and positively impact on mental health.

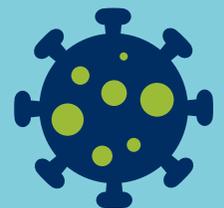
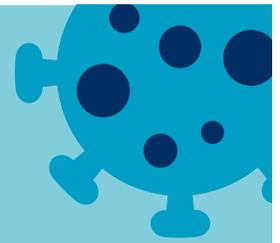
As part of their PE offer the young people are encouraged to complete laps of the park as well as at other times throughout the day and in their own time. The PE staff collate the number of laps the young people do and turn these into class miles, keeping a tally of the distance travelled. This is then shared on social media. The school are aiming to 'Travel to Tokyo' in as short a time as possible by everyone combining their total miles. Within this the young people are encouraged to reflect on what they have achieved and set themselves a target for the next session.

VIRTUAL ASSEMBLIES 'Travel to Tokyo' was launched in a virtual assembly with other members of school staff also being invited to take part. The challenge is also being promoted in other assemblies to help maintain momentum to encourage the young people and staff to push themselves with a shared goal.

RUNNING CLUB a running club has been set up to encourage those who wanted to spend more time on this activity. The young people were asked to 'bring a friend' which has been really successful.

HOUSE COMPETITION the school are planning to hold a house competition at the end of 'Travel to Tokyo' to celebrate the achievement and to encourage those who have taken part to try a new sport. The event will take place in year group bubbles but be pulled together so the whole school can see the impact of the event.

ACTIVE HOMEWORK the school promotes 60 minutes of active homework each day, the young people are encouraged to do additional miles within this time to help beat the target. They are asked to log this in their homework journals and to take time to reflect on their achievements and personal challenges.



Kirkby College, Kirkby-in-Ashfield



top tips

Getting the launch event right is crucial. Take time to plan it and get as many people on board as possible. The same is to be said for the celebration event at the end of the challenge, make sure you have enough people who are supporting the challenge to make it a big event to raise the profile.



Challenges and how they have overcome them...

The main challenge has been COVID related. As a small school, with a small PE department of two staff, at times it has been difficult to continue with the practical sessions as sometimes a member of staff has been isolating. They have tried their hardest not to have these disrupted but at times it has been unavoidable.



benefits/impact

what are we actually seeing?

HEADLINES

Staff have noticed that the fitness levels of young people have improved. They are not monitoring in a formal way but there has been an improvement in the number of laps students are doing within their lessons.

There has been a positive attitude to the challenge with everyone getting on board. More young people are taking part in PE lessons, as it is something they all can take part in as they do not even have to have their PE kit.

There have been lots of positive comments from people in the local community as regards the young people's behaviour and attitudes when out and about.

There is whole school involvement, with a variety of staff taking part including the school business manager.

Individual examples...

A group of year eight pupils who are lower ability, inactive and present challenging behaviour have really benefitted from this work. They have very much taken up the challenge and have wanted to show off what they can do and how much they have improved. They do not want to waste time in the lessons and rally around to support each other to do their best. When out in the community, they are talking to people in the park and are getting positive comments sent back to school.

“ It's been great for the physical and mental wellbeing of the students, to get out in the great outdoors; on the school doorstep during the school day ”

Steph Kennedy, PE teacher

