



Lozells Junior and Infant School and Nursery

Sports Coaches 2023 - 2024

PE and Sports provision

Term	Coach	Company	Year Group	Day of the Week	Area	Impact on CPD/Pupil Achievement Summary
Autumn 1	Catherine	Positive PE	Year 4	Tuesday (am)	Gymnastics PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD - Brilliant coaching sessions – Catherine taught specific gymnastic coaching skills and safety position. In addition, she also shared many behavior management techniques that can support the teaching of gymnastics particularly where children are working at height or performing moves that could potentially cause injuries if not carried out correctly. When pupils did not have correct kit, she turned the into ‘coaches’ where they had an active role in assessing other pupils learning. Furthermore, she used the warm ups as a chance to re-cap taught skills and positions and movements in gymnastics.</p> <p>Impact on pupil achievement – key skills developed – 52/60 children achieved the objective across the sequence of lessons with 8 children working beyond age related expectations in the gymnastics unit. Children grew in confidence when performing skills more consistently, were able to perform in time with a partner and group and used compositional ideas in sequence such as changes in height, speed and direction. Some pupils that are WTS found some moves challenging such as forwards roll, and support using core to get back to feet.</p>
Autumn 1	Nadeen	Dance	Year 5	Tuesday (pm)	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – Gain more Confidence in being able to deliver different dance routines and actions. NM showed how to progressively increase difficulty within the activities. While linking the dance to cross curricular links. Pupils . learnt to complete a routine as a class and in smaller groups. NM showed how to reflect on progress through questioning and assessment tools (peer and self)</p> <p>Impact on pupil achievement – key skills developed – Pupils learnt to develop their fundamental movement and activity skills. Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression. Work collaboratively in groups to compose simple dances. Developing team work to build a class routine.</p>
Autumn 1 Autumn 1	Adam	AVF	Year 2	Wednesday	Attack, Defend, Shoot Unit 1 PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – To follow a positive approach to P.E. From assessment notes teachers are thinking about chunking lessons and modelling the correct actions. Different games and skills progression to follow for the Unit.</p> <p>Impact on pupil achievement – key skills developed – <i>Combining multiple skills within a session. Good level of challenge for pupils that wanted to extend their learning. By the end of the unit 45/60 pupils in year group could successfully complete the following.</i> Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. Those that were WTS could aim for targets but lacked an understanding of the game situations and applying these skills when there is a cognitive overload.</p> <p>Impact on teacher Subject Knowledge/ CPD –</p>

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	Adam	AVF	Year 3		Cricket – Unit 1	<p>To follow a positive approach to P.E. From assessment notes teachers are thinking about chunking lessons and modelling the correct actions. Different games and skills progression to follow for the Unit. Teachers saw the correct actions for bowling, catching and batting, while implementing these skills into skill games and read game settings. Adam was great at keeping the pupils active for long periods of time. There were little wait times, so pupils were active at all times. The coach showed quick transitions between one activity to the next.</p> <p>Impact on pupil achievement – key skills developed – <i>Pupils developed their skills in throwing, catching and batting learning the correct actions. Pupils developed on their hand-eye co-ordination skills. While applying these skills to small games, learning the rules and strategies to apply correction actions and decisions to obtain a positive outcome.</i> In 3T (21/30 worked at an expected level). Having the coach allowed for more support to those children who needed it.</p>
Autumn 1	Harriett	Katie Driscoll Yoga	Year 6	Thursday	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD Teachers learnt the fundamental importance of body movement, fine motor skills, gross motor skills and other larger groups such as core. Teachers supported with routines and breathing exercises, which could be use in different environments. This is an area where both teachers had not had experience in. For our staff, Yoga was an unfamiliar subject area for them, so this was a great opportunity for them to understand the importance of the body movements, safety and support with their modeling of set actions in Yoga.</p> <p>Impact on pupil achievement – key skills developed – <i>To be able to hold posture (strength) and control core muscles (balance) during holds and transition movements. To be able to complete/perform an accurate and controlled sequence of movements in transition. To be able to focus on deep breathing and other breathing exercises. Having the deepened understanding of the important of oxygen flow to muscles (including the brain).</i></p> <p><i>Pupils learnt the importance of sport in connection to their mental health. Yoga can support children, who suffer from mental health strategies to overcome these issues, for example breathing techniques.</i> 56/60 completed the actions and yoga routines at an EXS or above level.</p>
Autumn 2						



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	Nadeen	Dance	Year 6	Tuesday (pm)	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD - Knowledge of how to link topics to dance. Carefully selected music which helps with body transition and body shapes. Warm up techniques/games.</p> <p>Impact on pupil achievement – key skills developed – Majority of children achieved expected or above against these dance skills:</p> <p><i>Recognise a beat and move in time with music</i> <i>Copy basic moves modelled by dance teacher moving hands and feet in time</i> <i>Work collaboratively to include more complex compositional ideas.</i> <i>Develop motifs and incorporate into self-composed dances as individuals, pairs and groups.</i> (9 Greater depth children within this units) (44/60 at Excepted)</p> <p><i>Most children were able to complete excellent self-composed routine; others stole aspects of the Charleston and in cooperated it into their dance. They did exceptionally well when it came to developing their own motifs and self-composed dances as part of a group Pupils felt proud about their routine they created.</i></p>
	Adam	AVF	Year 1	Wednesday	Attack, Defend and shoot. PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – Gain more Confidence in being able to deliver this activity. Showed progression within activities. Warm ups linked to previous skills or included new skills. Pupils active for long periods of time, teacher had a great range of games and skills.</p> <p>Impact on pupil achievement – key skills developed – Most children achieved the key skills. Very good with the SEND children as well as the GD children. It ensured children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered. Pupils found it challenging it games situations due their concept and overload but they tried to complete the games/competitions. Pupils learnt the basics of attack and defending, which these skills can be transferred to different invasion games. 1T 22/30 children at expected level. Support provided for SEND pupils to achieve and to be able to partake in events that have more of a cognitive overload.</p>
			Year 3		Netball	<p>Impact on teacher Subject Knowledge/ CPD – Gain more Confidence in being able to deliver this sport, particularly the rules as there are a lot of rules based of player positioning, distances and shooting. Showed progression within activities. Warm ups linked to previous skills or included new skills. Pupils active for long periods of time, teacher had a great range of games and skills.</p> <p>Impact on pupil achievement – key skills developed – To be able to perform basic netball skills such as passing and catching using recognised throws. To use space efficiently to build attacking play. To implement the rules of netball Pupils ended the unit by playing games of netball, they showed their ranges of different paces learnt, while embedding some of the key rules in Netball. 21/30 pupils in 3T were successful at an age expected level.</p>

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	Harriett	Katie Driscoll Yoga	Year 2	Thursday	Yoga PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD - Harriet shared new yoga skills with teachers and different techniques that can be implemented into lessons to support/challenge the children. Teachers learnt the fundamental importance of body movement, fine motor skills, gross motor skills and other larger groups such as core. Teachers supported with routines and breathing exercises, which could be use in different environments. This is an area where both teachers had not had experience in.</p> <p>Comments from teachers - <i>Clear instructions, model poses well, checked safety to ensure children were creating poses correctly and safely. Engaging approach, choice of music appropriate to learning.</i></p> <p>Impact on pupil achievement – key skills developed – <i>To be able to hold posture (strength) and control core muscles (balance) during holds and transition movements. To be able to complete/perform an accurate and controlled sequence of movements in transition. To be able to focus on deep breathing and other breathing exercises. Having the deepened understanding of the important of oxygen flow to muscles (including the brain). Pupils learnt the importance of sport in connection to their mental health. Yoga can support children, who suffer from mental health strategies to overcome these issues, for example breathing techniques. Pupils also learnt important physical literacy skills in being able to co-ordinate body, use large muscle groups, and sustain and hold posture for longer periods of time, improving core muscle groups.</i> (47/60 of the year 2 cohort were at expected)</p>
Spring 1						
	Nadeen	Dance	Year 2	Tuesday (pm)	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – To support teachers in being able to teach pupils to success in the following. <i>Within the sessions, they learnt how to perform basic actions with control and consistency at different speeds and on different levels. Teachers feel more confident to show and explain how to transition and link to shapes and balances. Work as part of a group to create and perform short movement sequences to music. Teachers feedback states that they feel more confident with being able to model the different speeds and levels, using counts to support the pace of the music.</i></p> <p>Impact on pupil achievement – key skills developed – <ul style="list-style-type: none"> 42/50 achieved were expected with 9 Greater depth and 1 Working below expected. This shows that pupils managed to meet the success criteria, creating a successful performance at the end of the unit using different actions, balances at different speeds and levels. .</p>

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	Adam	AVF	Year 5	Wednesday	Athletics PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD - Teachers saw active sessions where pupils were active for sustained periods of time. The starter activities in co-operated the link to the main objective to the lesson. For example, the running in the first lessons there was a focus on stride length. With athletics being a vast unit, with running, throwing and catching. Adam supported the teachers to learn the steps to success for each child to learn how to complete the shot put, discus, long jump and relay. Adam showed good examples of the activities taking place, alongside a good level of challenge to extend pupils learning further.</p> <p>Impact on pupil achievement – key skills developed – Firstly, the children had lots of fun within the sessions. Assessed against these learning objectives the following cohorts achieved... 5T 22/30 were at expected. This is being a shorter term, pupils could have used some more time focusing on the throwing aspect to be picked up at a later date. 5F 20/30 were at expected at sustaining pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. Pupils learnt the correct techniques and some of the pupils, who excelled were selected for the athletics competition.</p> <p>Impact on teacher Subject Knowledge/ CPD - Impact on pupil achievement – key skills developed (included). Teachers saw active sessions where pupils were active for sustained periods of time. The starter activities in co-operated the link to the main objective to the lesson. For example, the running in the first lessons there was a focus on stride length, agility and different types of travel. Adam produce engaging games that involved the maps in gymnastics to get the pupils active and moving around at different paces and directions, which the teachers really enjoyed. Further feedback included, that Adam kept everyone engaged and his pitch was accurate for the pupils at this age group. He demonstrated expectations, rules and responsibilities, which has helped to show the teachers how to engage pupils of this age into their first experiences of PE lessons.</p> <p>Impact on pupil achievement – key skills developed.</p> <ul style="list-style-type: none"> • Lots of children understood that they could move their body in different directions. • When we play team games, they are fun and don't always need a winner. • We need to listen carefully to instructions, so we understand the rules. • When we quickly move our body, we sweat and our heart beats faster.
	Adam		Reception	Wednesday	Speed, agility, travel unit 1	
Spring 2						



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	Nadeen	Dance	Reception	Tuesday (pm)	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – Teachers learnt how to teach dance lessons to a full class of reception children. They learnt how to pitch the activities to focus on fundamental movements, which were developed throughout the unit. The teachers saw how to keep the learning environment organised and safe, while teaching dance content to reception children. The teachers also learnt new activities and routines to teach the reception children next year.</p> <p>Impact on pupil achievement – key skills developed – Nadeen was very positive and engaging for the children, who listened well and had fun while completing fundamental movements. The children learnt the importance of moving their bodies, how to balance and land on their feet, while making dance stances and travelling motions. The pupils also learnt the understanding of safety before</p>
	Adam	AVF	Year 2	Wednesday (am)	Run, throw and jump	<p>Impact on teacher Subject Knowledge/ CPD – To support teachers in being able to teach pupils to success in the following. Teachers were shown the importance of co-ordination and balance was for fundamental movements, these skills are transferable within all sports. Teachers now understand the progression between unit 1 and unit 2, witnessing how the techniques develop and how to differentiate and challenge the pupils, building on their previous knowledge. Adam kept the pupils active for long periods of time and his warm up always linked to the session objective to demonstrate smooth transitions.</p> <p>Impact on pupil achievement – key skills developed – Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls and hoops. Can negotiate obstacles showing increased control of body and limbs. 40/60 children achieved expected – 12 achieved greater depth. 9 achieved working towards and 1 below age expected. As this was unit 2, the level in the activities had increased, co-ordination skills were paramount in this unit.</p>

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	Adam	AVF	Year 5	Wednesday PM	Tag rugby.	<p>Impact on teacher Subject Knowledge/ CPD – To support teachers in being able to teach pupils to success in the following. Teacher experiences the development of skills within tag rugby for the first three sessions, the small sided activities demonstrated the techniques of tagging, movement and passing within tag rugby. For the next three sessions, teachers were shown how to develop skills and understand rules of the game through taught content and feedback. The starter activities always linked to the session objectives, which displayed a smooth transition throughout the session for the teachers. The teachers feedback included a new understanding of the objectives, rules and passing techniques for tag rugby. <i>'The coach took the children back to basics initially but then children were given opportunities to meet our targets'.</i></p> <p>Impact on pupil achievement – key skills developed. 41/60 were at expected – 1 greater depth and 16 working towards. However, it is important to state that the stand-alone skills more children would be expected. The challenging part was the pupils understanding the rules of the game, as there are numerous rules for tag rugby.</p> <p><i>Children picked up the rules quickly and the passing technique improved, the pupils displayed good team work skills.</i> I can understand principles of attacking and defending. I can combine skills such as running, passing and catching. I can keep possession as part of a team.</p>
Summer 1						
	Nadeen	Dance	Year 3	Tuesday (pm)	Dance PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD - It helped teachers understand how to sequence my lesson to help build progression and give children opportunities to develop their skills. I found the warm up and cool down routines really great to follow so I will implement a similar technique in my lessons. It was useful to see how NM encouraged the children to peer assess whilst performing their dances. Teachers felt they had a better understanding on how to combine acting with dance following a theme.</p> <p>Impact on pupil achievement – key skills developed – 49/60 were at age expected 11 were working towards 0 greater depth.</p> <p>Pupils learnt to explore improvisation with a theme and to tell a story. In addition, pupils learnt to use relationship compositional ideas to create dance in solo, duet and group.</p> <p>The children really enjoyed these dance lessons and their behavior was good. They loved following the theme of 'oceans' as they could apply their acting skills within their dances routines. There were clear steps to follow and children had the opportunity to add their own moves as well as improvise during certain points in their routines. The lesson sequence was well structured which helped the children's progression. By the end of the unit, the children could work well as a team to follow moves with coordination, add their own moves following a theme and telling a story and improvise. With certain children, it was great to see how much confidence they</p>

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						had gained during these lessons and felt a sense of pride when showcasing their final dance routine. The children felt really happy and there was lots of positive praise.
	Adam	AVF	Year 6	Wednesday	Football PE Sessions	<p>Impact on teacher Subject Knowledge/ CPD – Adam was able to demonstrate how children could use a range of strategies how to attack and defend both with and without the ball. He demonstrated simple techniques of how activities could be differentiated for specific groups. We were able to see how everyone could be involved given a specific space. How to make activities fun whilst still learning. Taught us a variety of fun activities that can be used to develop football skills without their being a football focus, ways to engage girls in football and promote teamwork skills. Teacher witness Adam set up intra-school competitions following the school games mark criteria. He showed the importance and how to set up and organise small sided games and the benefit this can have in developing pupils basic skills in football.</p> <p>Impact on pupil achievement – key skills developed <i>To Pass to a team mate with accuracy</i> <i>To use close control to keep possession of a football</i> <i>To Collaborate with team mates to implement simple defensive and attacking principles</i> <i>To compete in a competition developing their understanding of rules, fair play and respect.</i> Most children could meet the objectives in this unit which included using some defensive skills, dribbling in different directions using different parts of their feet and passing for distance.</p>
Summer 2						
	Nadeen	Creative kids	Whole school	Tuesday	Lozells has got talent.	<p>Miss Mason spent two term to organise this event. Aligned to this event were auditions, performances, lunch and after-school clubs to ensure their performances were the best they possibly could be. During the end of this event, the pupils performed their performances to governors and the parents. There was a judging panel, who announced the winners. The event was an amazing showcase of the talent at our school and the pupils enjoyed the experience and were proud of their performances.</p> <p>Impact on pupil achievement – key skills developed In the preparation for the Astons got Talent show, NM offered pupils the opportunity to attend an after-school clubs where they could develop their act through 1 to 1 feedback. This club ensured the pupils felt confident going into their performance, while ensuring the show ran smoothly.</p>
	Adam	AVFC	Year 6	Wednesday	Athletics.	<p>Impact on teacher Subject Knowledge/ CPD – Teacher witness Adam set up intra-school competitions following the school games mark criteria. He showed the importance and how to set up and organise the athletics events showing the correct techniques and the benefit this can have in developing pupils basic skills in football. Some teachers used this time to be very reflective on their practices, as Mr.E felt like more demonstrating of techniques should take place, so he decided to complete more modelling and interventions to ensure the events were completed correctly with the correct techniques, which is great to see from staff!</p> <p>Impact on pupil achievement – key skills developed – End of unit assessments yet to be filled in. <i>Become confident and expert in a range of techniques and recognise their success.</i></p>



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						<i>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</i> <i>Work in collaboration and demonstrate improvement when working with self and others.</i>
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