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DERBYSHIRE SCHOOL GAMES

NOTTS SCHOOL GAMES

MONDAY MOVERS

TUESDAY CHALLENGE

WEDNESDAY WORKOUT

THURSDAY THINKING

FRIDAY FUN

SCHOOL GAMES CASE STUDIES - SUMMER TERM 2020



SCHOOL GAMES CASE STUDIES

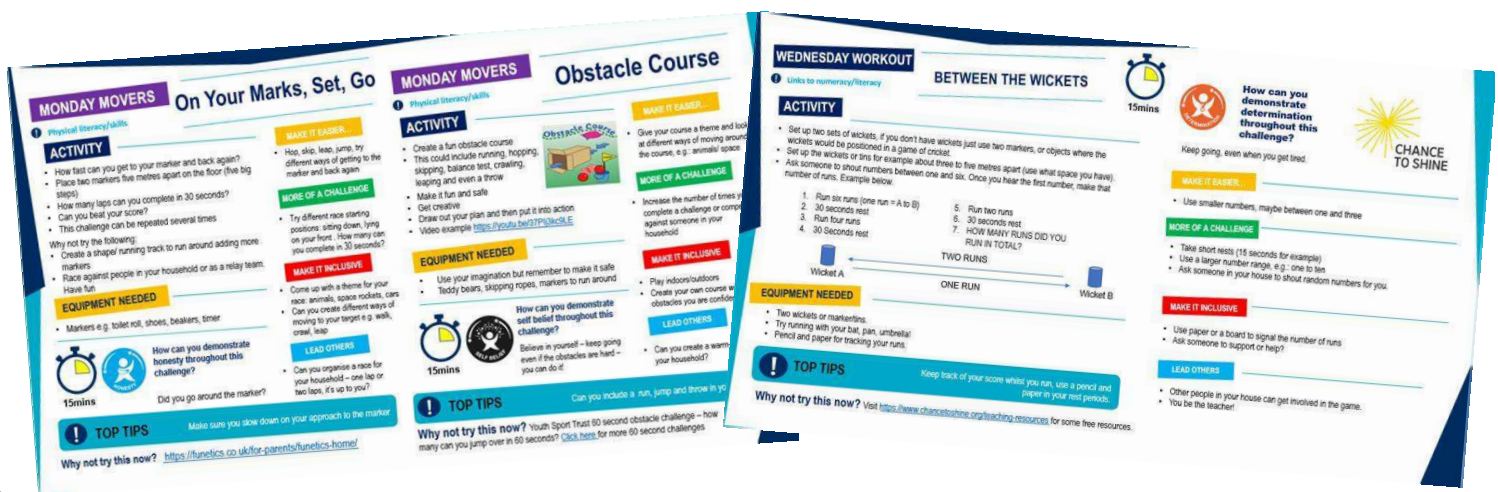
Introduction

This booklet aims to showcase best practice examples of how schools have utilised the School Games resources produced by Active Derbyshire, Active Notts and the Derbyshire and Notts School Games Organiser (SGO) Networks during the summer term. Many thanks go to all of the schools who have provided a case study for inclusion in this booklet.

The impact of COVID-19 meant the planned School Games competition calendar of events run by School Games Organisers at inter level and Active Derbyshire and Active Notts at county level were unable to go ahead. In addition, after gaining insight from schools across both counties, it was apparent schools would value support to be able to continue to provide a physical activity offer for those at home and keyworker children still in school. Active Derbyshire, Active Notts and the SGO networks pooled resources and expertise to support schools with a new virtual School Games offer which incorporated a minimum of 30 minutes physical activity each day. The group produced a weekly set of high-quality resources for 11 weeks, featuring a range of sporting activities themed around daily physical challenges and cultural competitions.

The weekly activities were sport themed and included golf, football, orienteering, athletics, cricket, gymnastics, boccia, netball, rugby, racket sports as well as a sports day theme week. The days were themed, adding a PE and cross curricular element to the resources: Monday Movers (physical literacy), Tuesday Challenge (personal challenge), Wednesday Workout (numeracy/literacy), Thursday Thinking (problem solving) and Friday Fun (virtual competitions, one of which had a cultural element and the other based on a physical challenge). NGB colleagues were also involved in the development of the resources and partners within education, health, community groups, sports clubs and associations supported by circulating resources more widely. The resources were produced to be simple to use, with inclusive activities to be played anywhere (including in limited indoor space) and with household objects, so making them more accessible for all.

A young leader challenge was also included as part of each activity, to help develop wider skills and to empower those taking part. A Spirit of the Games value was attached to each daily challenge with the participant given tips on how they could demonstrate each one.



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SCHOOL GAMES CASE STUDIES

PRIMARY SCHOOLS

SCHOOL GAMES CASE STUDIES

Our Lady and St. Edward Primary and Nursery Voluntary Academy



Using the School Games resource to keep key worker and vulnerable children active in school

- ▶ Based within an inner city with high levels of deprivation
- ▶ Large numbers of English as an Additional Language (EAL) students
- ▶ The number of pupils on role is an average of 250
- ▶ This is the first year the school have accessed Active Notts and School Sport Partnership support
- ▶ Ofsted rating is good

KEY LEARNINGS AND REFLECTIONS

- ▶ Physical activities can be successfully used as a homework option
- ▶ The resources can be used for professional development opportunities for staff
- ▶ PE can be delivered in any classroom, school space and with limited access to equipment
- ▶ Established an understanding of and increased interaction with Active Notts and the School Sport Partnership
- ▶ Environment is important in encouraging those less confident to take part
- ▶ There was a link between physical activity and the mental wellbeing of the children
- ▶ Being able to use everyday items in small spaces for the challenges was particularly important to the children at home

DELIVERY

How did you utilise the School Games resources?

The school utilised all aspects of the School Games resource, particularly engaging with the challenges at the end of the week.

The change of sports each week maintained pupil interest and pupils enjoyed taking part in activities that they wouldn't normally participate in.

Activities such as orienteering and golf were favourites. Creating a golf course around the school corridors provided great fun and highlighted how flexible PE delivery can be around school.

The resource was used for the key worker children sessions as a fun PE afternoon. When the school started to reopen the resource was used by key worker children in particular in school to provide fun afternoon PE sessions

The school appreciated being able to offer a socially distanced competitive element.

The children enjoyed the variety of the cultural challenges on a Friday.

SCHOOL GAMES CASE STUDIES

Our Lady and St. Edward Primary and Nursery Voluntary Academy



PROJECT BENEFITS

REACH>

The PE teacher delivered the sessions initially to the key worker children and then all staff members delivered the resource to their teaching bubbles as more children returned to school.

Staff found the weekly resources invaluable in supporting PE lessons in school. The resources reduced the stress in teaching the activities and staff appreciated the differentiation in activities.

The school believe that this has been an opportunity to upskill their staff in teaching PE, including learning how to structure a PE lesson, using different pieces of equipment, delivering lessons in the classroom and around the school.

The school also used the activities as part of home schooling. The resource was uploaded on to the school's website and families were directed to the link.

VALUE>

Working in smaller groups, and without peer pressure, helped support pupils with low confidence and self-esteem, giving them the opportunity to thrive and interact with other pupils that are older and younger than themselves. They all had fun while being active.

The school felt utilising the resources to increase physical activity levels positively impacted on the mental health of pupils during what was a challenging time.

Provided an opportunity to explore new ways of delivering PE in the school. The pupils all benefitted from learning new skills and taking part in different sports and challenges.

Being able to share the resources with families at home ensured that they stayed connected to the school through the competition element.

SUSTAINABILITY>

The school wish to continue utilising the resources into the new academic year.

The school hope that this experience will encourage teachers to incorporate physical activity during their school teaching day.

New to working with Active Notts and the School Sport Partnership the school will continue to work with them to maximise opportunities and support available.

Jade Year 3 "They were very exciting and fun to do with my friends."

Molly Year 5 "They were cool and I really enjoyed doing them."

Jacob Year 6 "The competitions are very exciting and keeps us interested. I have really enjoyed them since I have been back at school."

Julia Year 6 "It's good because there is something different for us to do every week."

Aga (Parent of a Year 6 child) "The competitions have helped my son look forward to competing against other schools. Obviously, at the moment there won't be any sort of physical events in the near future so it's good that the school are making use of the resources to help the children feel excited and engaged to take their minds off of the stress situations we are currently in."



SCHOOL GAMES CASE STUDIES

Town End Junior School



Using the School Games resources to keep children engaged in school and as part of the home learning offer

- ▶ Based in a deprived area along the M1 corridor in North Derbyshire
- ▶ Ofsted - Good with outstanding points for Personal development, behaviour and welfare
- ▶ School Games gold mark, for four consecutive years.

KEY LEARNINGS AND REFLECTIONS

- ▶ PE can support other areas of the curriculum
- ▶ Easy to use resources with clear instructions allow PE and physical activity to be delivered in different school situations
- ▶ The resources have been a source of professional development for staff that are not usually expected to deliver PE. They are now confident with the aid of the resources to do so
- ▶ There is a need for more of this support from September with easy access to virtual events that don't require uploads of personal data
- ▶ Being proactive with the support has allowed PE to be recognised as an equal subject within school
- ▶ Being physically active has been seen to improve pupils' well-being
- ▶ The resources can be used to support active breaktimes
- ▶ Keeping resources simple and concise proved beneficial
- ▶ Resources that can be used in the classroom, as well as the playground and school field are valuable
- ▶ Support from Active Derbyshire and the School Sport Partnership was "brilliant"
- ▶ Resources were shared with schools very early into lockdown which ensured PE was a key element in the home-schooling offer

DELIVERY

How did you utilise the School Games resources?

All year groups and key worker pupils within school benefitted from the School Games activities. The children particularly enjoyed the football, cricket and rugby challenges.

The school had a flexible approach to the timetabled days and generally completed them throughout the week, dependant on weather, timings and access to space and equipment.

The activities in school were used as informal physical activity in school during the afternoons and also published on the home learning platforms.

SCHOOL GAMES CASE STUDIES

Town End Junior School



PROJECT BENEFITS

REACH>

The School Games resources were published on the school's various online learning platforms and used as part of home learning tasks. All year groups were encouraged to take part.

In school an average of 70 pupils took part and those not in school had the opportunity to complete at home.

The resource was delivered by the bubble leader. The school has a PE co-ordinator and playleader that usually co-ordinated PE lessons across all year groups, so this was a new experience for all bubble leads. The new format meant that staff developed new skills in delivery and could all support one another.

This resource has been useful in supporting the staff to offer and deliver the physical activities. It has supported their professional development ready for them to deliver to bubbles in September.

VALUE>

Supported staff professional development ready for them to deliver to their bubbles in September.

Providing organised activities meant that pupils could keep physically active and their mental wellbeing was also supported.

Providing a physical activity offer through lockdown helped the school strive to maintain their School Games Gold Mark, of which they had been acknowledged for their efforts during the autumn and spring term.

The cross curricular elements within the resources showed that PE is not a stand-alone subject and can be integrated into the other subjects including history, art and maths.

SUSTAINABILITY>

Helped prepare the school for pupils to return in September. The school planned to have staggered break and lunchtimes and to use the personal challenges to keep the pupils active during these times.

"The Active Derbyshire resources have provided an excellent weekly focus for my bubble. It has raised the profile of the various sports covered, giving ideas for fitness and training. The children have really enjoyed the virtual challenge and finding out the results from the sport partnership" [Miss Leach, PE Co-ordinator.](#)

"We were pleased to work with the wider partnerships to ensure pupils had access to and could participate in positive mental and physical health activities" [Mrs White, Headteacher.](#)

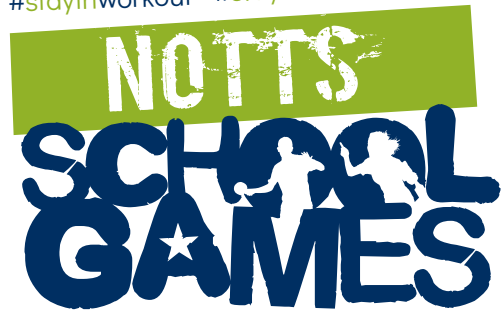
"I think they should carry them on, over the summer holidays because people should be getting into and carrying on new sports." [Bradley](#)
"I think people should do it because they might not have done much exercise in lockdown." [Finley](#)
"Please continue until the end of the year because exercise boosts your immune system." [Lucas](#)
"Exercise is good for you and I liked the virtual competition." [Layla](#)
"It got me outside in the fresh air." [Athar](#)



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SCHOOL GAMES CASE STUDIES

SECONDARY SCHOOLS

Outwood Valley Academy

Using the School Games resources to create the “Valley Victory Games”

- ▶ Ofsted - Outstanding.
- ▶ Much larger than the average-size secondary school.
- ▶ The proportion of pupils supported through pupil premium is similar to the national average.
- ▶ The proportions of pupils from minority ethnic backgrounds and pupils who speak English as an additional language are much lower than national averages.

KEY LEARNINGS AND REFLECTIONS

- ▶ Utilising peers to engage (done via the Junior Girls Active group) is thought to have increased uptake
- ▶ Doing individual challenges appealed to those less active as they felt more comfortable in their own environment
- ▶ Students responded well to the virtual approach with consistent and regular communication from staff
- ▶ Out of school challenges also encouraged wider participation from families (and even neighbours!)
- ▶ Students liked the competition element against staff
- ▶ Empowering the students to create their own entries for the virtual competitions encouraged creativity and ownership
- ▶ The PE department will set a challenge each half term that can be shared directly by PE staff to KS3 year groups
- ▶

DELIVERY

How did you utilise the School Games resources?

The School Games resources were sent out on a weekly basis to pupils in years 7 - 9 and the challenges set as an assignment. For those pupils that didn't have access to online resources the packs were printed off for them.

The challenges were also highlighted through Google Classroom. The PE department enjoyed the challenge element so much that they started their own version 'Valley Victory Games'. They then challenged pupils to take on the activity to try and beat their scores, creating leaderboards which pupils really enjoyed engaging with. All the entries were shared on a Google Classroom specifically set up for the challenges.

The pupils particularly enjoyed the golf 'design your own course' and the gymnastic activities. Some of the examples that the pupils shared with staff via email were very creative and pupils had obviously spent some time planning the activity. Providing pupils with the opportunity to create a course and/or a routine in gymnastics gave them ownership of the activity.

SCHOOL GAMES CASE STUDIES

Outwood Valley Academy



PROJECT BENEFITS

REACH>

The home schooling for PE was provided for Year groups 7-9. There was no difference in entries between girls and boys.

It was difficult to monitor how many pupils used the resource as some weren't as confident to share their scores as others. The staff do know that it supported pupils that wouldn't normally be physically active.

Parents, families and even neighbours of pupils also submitted their scores and videos for some of the challenges on the learning platform. Students responded to questions that the PE staff were asking pupils during online conversations.

VALUE>

Some pupils which the PE department didn't expect to engage with the activities did so. They believe that the fact that peers were not watching them gave them the confidence to try out the tasks and that they felt supported by family members doing the activities with them.

The school had recently introduced their version of a GLAM (Girls Leadership and Marketing Squad) called the 'Girls Active Group', whose remit was to work with the PE department and peers to shape a PE, sport and PA activity offer to meet the needs of all girls.

Following the success of the "senior" group, a new Junior Girls Active group had been formed. During the lockdown period, they acted as role models and encouraged other girls in their year groups to get involved with the home-schooling PE and to submit challenges. They did this mainly through social media engagement including their own version of the toilet roll challenge.

The resources motivated the PE department to keep posting about other physical activities too, such as Just Dance and YouTube fitness sessions.

SUSTAINABILITY>

The PE department is looking forward to seeing whether the newly-found confidence and self-esteem from the home activities will transfer to PE in the new academic year.

Working with the Girls Active group and Junior Girls Active group, the school plan to encourage pupils to take part in challenges set each half term. These challenges will be based on the information they have been collecting from each year group about what activities would motivate them to be active.

"Throughout lockdown the PE department has employed a range of activities and tasks to keep all pupils active as we appreciate how much this benefits both physical and mental health. Activities have included daily Joe Wicks workouts, Notts School Games activities, Just Dance, Valley Victory Games (challenge a different PE teacher each week) and social media videos from the PE staff to encourage daily activity. Pupils (and parents) have responded well, sending in videos of the tasks/challenges and completing many activities. We hope to continue this trend on our return in September to increase physical activity levels across the school."
Karen Wells, Lead Active Girls Teacher

"Having different kinds of sporting experiences injected into their lives has been motivating, stimulating and most of all fun! Being able to be involved in these activities has given our children the confidence to get up and join in with something they might not have typically done. Having the opportunity to do different kinds of exercise in their own environment will have boosted their self-esteem significantly and long may it continue! In addition, the whole Girls Active experience has been invaluable, especially during lockdown."
Dave Cavill, Headteacher

Undoubtedly this current period has been difficult for both the physical activity sector and physical education in schools, yet people are finding a new appreciation for exercise. The pandemic has changed the way we engage with physical activity and the Notts School Games activities have been a huge part of what we have done as an Academy. We have especially enjoyed the range and variation in the activities as well as the opportunity to enter weekly competitions and this initiative has been a very positive addition to our weekly provision.
Murray Campbell, Head of PE



SCHOOL GAMES CASE STUDIES

Queen Elizabeth Grammar School



Using the School Games resources to maintain a two hour PE offer through a virtual platform

- ▶ Ofsted - Good.
- ▶ The school is above the average size of secondary schools nationally.
- ▶ Most students are White British.
- ▶ The proportion of students from minority ethnic heritages is low and almost none speak English as an additional language.
- ▶ The proportion of pupils supported through the pupil premium is below average.

KEY LEARNINGS AND REFLECTIONS

- ▶ Having a variety of sports on offer in a short period of time maintained the interest of pupils
- ▶ There is a need to create an environment within school to allow the less active pupils to feel confident in completing activities
- ▶ Keeping the resources simple and easy to use enables pupils to take ownership of taking part in the activity themselves
- ▶ Pupils responded well to virtual rewards
- ▶ Theory aspects of physical activity and education is an option to aid delivery to KS3 pupils and support the transition to KS4
- ▶ Pupils responded well to seeing staff taking part in the challenges
- ▶ The range of activities were good and included ones that would not usually be accessible to all pupils, such as golf and boccia. This appealed a wide range of pupils
- ▶ The resources were simple and easy for the pupils to interpret and if they wanted to challenge themselves further, they could
- ▶ The PE department have discussed how the PE teaching environment can adapt to continue making the less engaged pupils feel safer when accessing PE
- ▶ The PE department will continue to offer a theory-based PE curriculum each half term through school and homework

DELIVERY

How did you utilise the School Games resources?

The school decided to ensure that two hours of PE was provided to every pupil to maintain the usual curriculum offer. Each week the department created one lesson of theory and one lesson of practical. The practical lessons were the School Games resources. The lessons were set every Thursday and the pupils had a week to complete the challenges.

The sports that the pupils really enjoyed were golf, boccia and orienteering. The offer of orienteering came at the time when lockdown rules were relaxed a little.

The PE staff used the resources for the key worker lessons in school, but the main emphasis was put on the use of the resources for home learning.

Staff undertook some of the challenges and posted on social media to encourage pupils to take part.

SCHOOL GAMES CASE STUDIES

Queen Elizabeth Grammar School



PROJECT BENEFITS

REACH>

The pupils completed the tasks in various ways; completing all in one day or across the week. Over 100 pupils have been involved through sending emails, photos and videos of what they have been up to.

The resource was offered to all year groups but most of the engagement was from Years 7 and 8. Equal involvement from boys and girls was seen.

Messages through the school learning platform were sent to prompt them to do some physical activity every day.

VALUE>

They have been really impressed with the less engaged pupils that have felt safer at home completing the challenges. Being able to do the challenges in their own time at their own pace with their own equipment has supported them.

It has been a positive to hear from pupils that wouldn't normally take part. The department believe that this is because the fear of embarrassment and the lack of comparing themselves to others has been taken away. These pupils are usually less confident in lessons but have been willing to take part in the challenges.

Through sharing the resources, the staff in the department have been able to keep in touch with pupils and praise their involvement. Merit points have been awarded for entries and work shared.

SUSTAINABILITY>

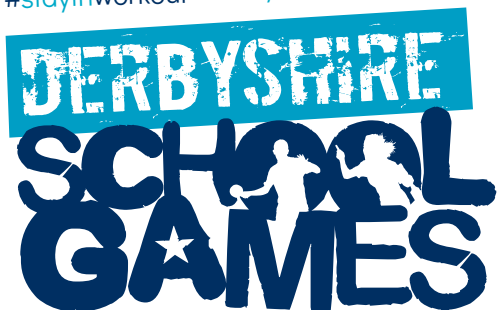
They will absolutely use the resources again.

The use of different spaces and equipment will help the department plan for a return in September. Changing the activities each week, keeping the offer fresh has also helped keep the pupils involved. This must be taken into consideration for the future.

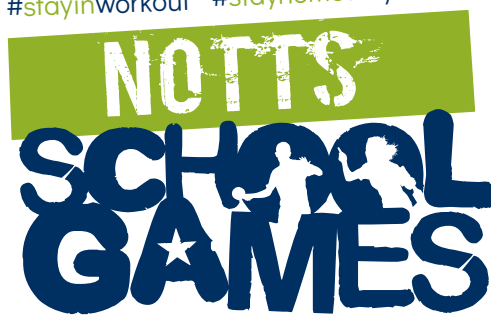
The school would like to be involved in offering the pupils summer activity challenges.



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SCHOOL GAMES CASE STUDIES

FAMILY AT HOME

Family at home

Using the School Games resources at home during lockdown to increase family engagement in physical activity

- ▶ Both parents worked from home throughout lockdown with two children at home aged ten and four.
- ▶ The children and Dad were generally active before lockdown.

KEY LEARNINGS AND REFLECTIONS

- ▶ School Games provision can impact on family engagement in the community
- ▶ The resources can inspire adults to become active and support them to remain active
- ▶ Whilst the daily schedule format of the resources provided families with a timetable of activities, the resource is flexible to allow families and young people to access the types of activities that engage and motivate them
- ▶ The end of the week competitions was participated in and enjoyed but entries weren't submitted. The competition entries are likely to not to be a true reflection of engagement and impact
- ▶ Partners beyond education saw the benefits of the resources and promoted via their communication channels
- ▶ There was a lot of information on the website, but once the family were used to the layout the resources were easy to use
- ▶ The resources were more difficult to use on a phone or tablet, so they watched the videos on the laptop. In future the resources would need to be simplified to use on mobile phones or an app version made available

DELIVERY

How did you utilise the School Games resources?

Mum found out about the resources through a weblink sent to her via work at Derbyshire County Council Youth service. The resources were shared due to the links with the Active Derbyshire Strategic Lead for the area. The family continued to access the resources via the website.

The family didn't follow the daily timetable and took part in the activities ad hoc. This depended on what the children wanted to take part in.

They particularly enjoyed the gymnastics and dance activities. Boccia was another sport that they engaged with. It was a new sport to them as a family and it was easy to play and quite a novelty to the children.

The eldest child wasn't confident enough to submit his scores and videos to the weekly competition but did take part in them.

The parents found it useful to break up the day of work and home schooling. It allowed them to spend some quality time together and interact with their children. It was a fun activity and used alongside other activities they accessed online.

The family took part in the activities in the house and the garden as they didn't leave the house for nine weeks.

SCHOOL GAMES CASE STUDIES

Family at home



PROJECT BENEFITS

REACH>

Who used the pack?

All members of the family took part in the activities. They particularly enjoyed the physical challenges. They were active as a family on average four times a week using the pack.

VALUE>

The activities were varied which kept the children interested, not like some of the other sessions they accessed online. The family continued to use the resources during the summer holiday as they were so much fun. Mum enjoyed being active and will continue to do so. The children were always so much happier and relaxed once they had taken part in the activities.

SUSTAINABILITY>

As a family they have decided to ensure that they spend time together exercising, as well as the more formal sporting opportunities the children currently access. They have enjoyed being active together and want to continue with this.

Eldest child "They are really fun and stop me being bored. I like making up new games to play with Mum."

