

Case study – Montenev Primary Covid-19 Curriculum

Despite the negatives of the pandemic, Jake Fisher at Montenev Primary School has managed to find some positives in the adjustments made due to the restrictions. Some of these changes will continue beyond the pandemic!

Previous curriculum

Before the pandemic, Montenev had a varied curriculum which was adapted to suit the sporting competitions calendar. For example, the school gymnastics competitions were in December/January so all Ks2 year groups did their Gymnastics curriculum then. This allowed teachers to hold inter school competitions and identify talented individuals who could represent school at the intra school sport levels. Doing it in this way also gave the children an aim and a goal to work towards as part of their PE lesson; doing it in this way encouraged all learners, no matter their confidence, to take risks and try harder. Resources were shared across school to support with this could be taken from the PE store when needed.

Restrictions

When Covid-19 happened, the school and the trust adapted strict Covid-19 procedures to ensure that all adults and children were safe. This meant that all equipment had to be washed and wiped down after each lesson before another bubble could use it. If that hadn't happened, then equipment wasn't available and couldn't be used by other bubbles. All PE lessons had to be moved into an outside space to allow proper ventilation no matter what the weather.

How we overcame each restriction.

To support staff with their PE lessons we tweaked the curriculum. Each year group usually does 2 sports simultaneously for a term. These can often be similar across year groups e.g. Y4 and y5 do cricket at the same time to support with the cricket competitions in May/June times. We tweaked this so that each class did 1 sport twice a week for 3 weeks and there was no repetition across year groups. This reduced the amount of cleaning for each product and meant that each bubble could spend more time doing PE. For their bubbles to fully access the PE curriculum, each bubble required an individual set of resources. This would have worked really well but we quickly realised the limiting factor was storage of resources and the amount of resources this needed. To combat this, we used some of our sport premium to build up the resources that school had. Whilst it felt like a lot to spend at the time, the resources were all necessary and will be used to support PE for the next couple of years.

To avoid unnecessary contact between resources and bubble equipment the PE cupboard we purchased each class a box to store all their equipment in at the back of the classroom. The equipment was then swapped and sanitised every 3 weeks.

Discuss WWW and next steps.

From talking to the staff and pupils, they unanimously said that they really enjoyed the solid blocks of lessons rather than flipping between the two subjects. They both said that it allowed them to focus on the skills more and helped them to progress. Looking forward to when the Covid toolkit isn't in place, this is something we will continue to look at as a school.

Another positive was the class-based resources. These allowed teachers to know that they had everything they needed in one place. It saved them time as they didn't have to look for resources in the lesson and knew where all the things they needed were. We will also use this as a tool for future

PE planning but rather than it being made centrally by the PE lead, the staff will collect their own resources and share these across the year group.