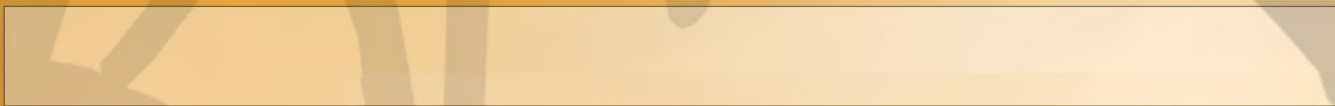


**The impact of visual feedback
on inclusion and raising
attainment:**

***The Meadows Sports College's
living experience***



Set the Scene

- **The Meadows College of Sport 11-19 CPMLD .**
- **Palliative Care - Autism – Therapeutic Needs**
- **Visual Needs/Kinaesthetic learners, poor motivation, and low attainment.**
- **Why Dartfish ?**

*Visual/ Easy/ Fast feedback /
assessment package/student advocacy/
key positions/blending.*

PE – Autism

- **Joe**
- ***Weak communication and taught in isolation because of behaviours displayed in past.***
- ***re introduction program to follow instructions and trust in those – trampoline strong setting due to endorphin release and need.***
- ***Focused and controlled seated , but progression to standing needed, verbal comprehension confused, e.g why the hell would I stand up on this moving thing !!!!***
- ***Watching footage of someone standing, then mimicking with support, then watching himself with support, causing knock on effect to become independent, As he has seen him (Joe), do it !***

PE – Disengaged learners

- **Shilo**

Autistic and very intrinsic, very weak communication skills:

- *Dartfish brings his learning to a level , that allows for achievement.*
- *Peers complete OAA Task, Shilo revisits through Dartfish, trust and environment, and then achieves.*

Follow UP – Parents Eve / Assessment

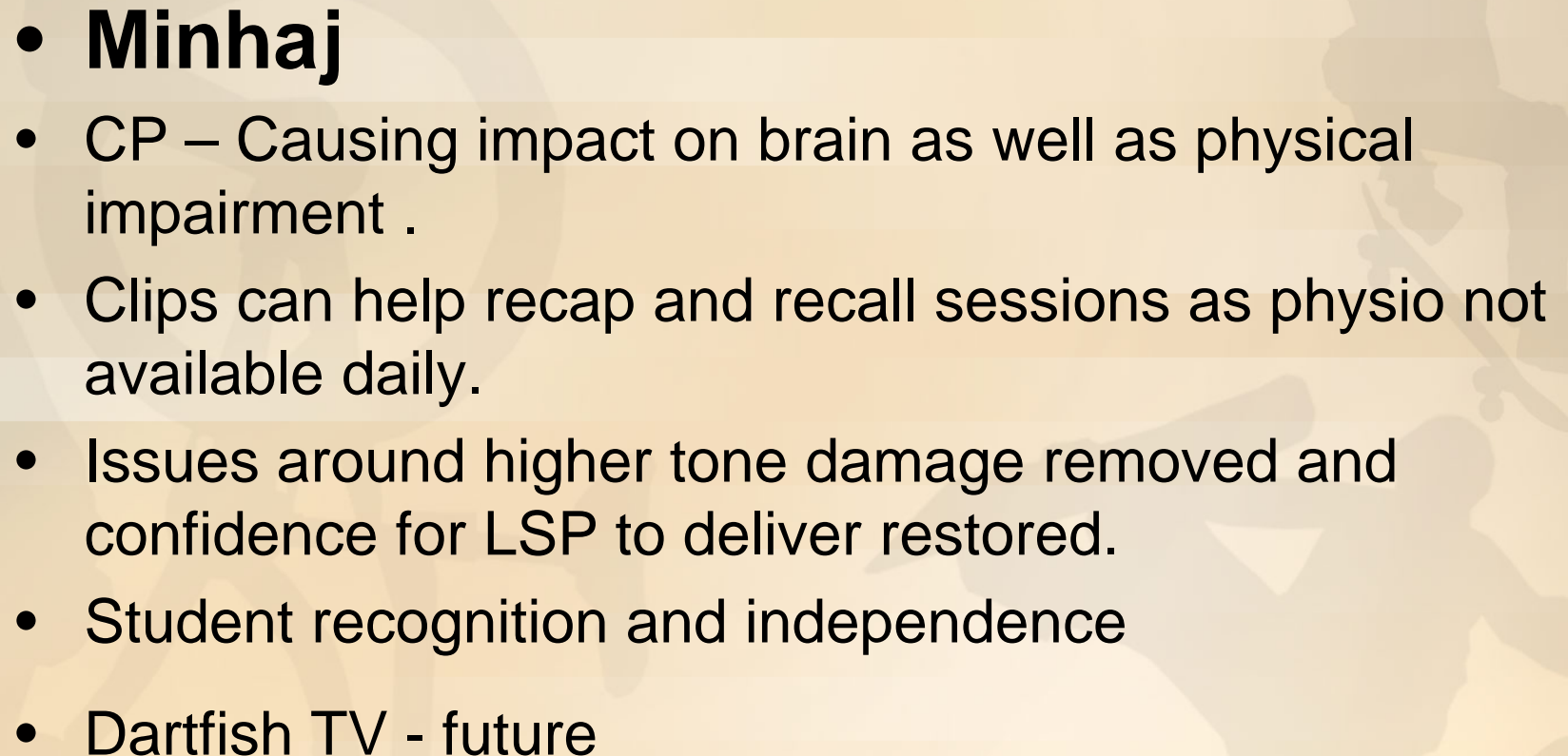
- **Paddy – Windscreen Wipers**
- *The weekly story book allows for student feedback and progression, and is a great tool for retracking assessment, and passing on with those moving into mainstream setting.*
- *Evidential feedback for parents/carers who perhaps hold their children back !*
- *Multiagency development work .*

Student Choice – PLTS

- **How I want to look this week**
- *Student choice in line with the personalised learning teaching styles.*
- *Week 4 paddy can look at how he **looked** week 1 and then in week 3 , and decide how he **wants** to look this week, and choose to be better !*

Physiotherapy



- **Minhaj**
 - CP – Causing impact on brain as well as physical impairment .
 - Clips can help recap and recall sessions as physio not available daily.
 - Issues around higher tone damage removed and confidence for LSP to deliver restored.
 - Student recognition and independence
 - Dartfish TV - future
- 

Peer Communication:

- **Idnam**
- *Autistic, english as 2nd language, has IEP targets to develop verbal communication with peers.*
- *Watches and then informs/ directs peers to complete tasks.*
- *Progression towards Sport Leaders Award, and Club work eg concept 2 and Trixter Bikes*

Write Dance/ Gross and Fine motor skill development.

- **P1 – 3 Write Dance development**
- *Transferring and mirroring fine motor skills actions to develop tone and control.*
- *Taking dartfish across the curriculum and impacting on teaching and learning.*
- *Patterning and tracking- using whiteboard screen.*

More information :

- **Alistair Hancock – 07798567587**

Alistair.hancock@lycos.com

Wood Green College of Sport, Wednesbury , Sandwell

- **Melissa Farnham – 07795672420**

melissafarnham@yahoo.co.uk

The Meadows College of Sport, Oldbury, Sandwell

www.Pessinclusion.com