

Guidance for Observation and Target Setting in Primary Physical Education

6 Key Questions to ask when observing practical PE lessons:

High quality Physical Education (PE) lesson should inspire all to succeed in sport and physically demanding activities. PE lessons should provide pupils with opportunities to develop their (i) motor competencies and fundamental movement skills (ii) understanding of rules, tactics and strategies (iii) knowledge of safe and healthy participation.

	Question	Additional Information
1.	Do the activities give ample opportunity for pupils to develop motor competence and fundamental movement skills, with the appropriate level of challenge?	<i>Motor competence: a person's ability to execute a variety of movements required to perform in sport and physical activity. Fundamental movement skills – basic learnt motor patterns that typically demonstrate agility, balance and coordination e.g. running, jumping, twisting, balancing, throwing and catching.</i>
2	Are there opportunities for pupils to learn about simple rules, strategies and tactics involved in the sport or physical activity?	<i>Rules, tactics and strategy: Knowledge of the conventions of participation in different sports and physical activities. This could be through team games by developing simple tactics for attacking and defending.</i>
3	Are pupils physically active for sustained periods of time?	<i>Pupils should be physically active for between 50-80% of the learning time. Time spent changing into appropriate kit and setting up, or transitioning between, activities should be minimised. Time where pupils are static and listening to instructions should be minimised, where possible. Pupils should have ample opportunity to develop fitness levels and physically practice motor competencies relevant to the lesson.</i>
4	Does secure subject knowledge ensure that information presented to pupils is age-appropriate, relevant and accurate.	<i>Could be evidenced when: Providing demonstrations and verbal explanations of techniques to pupils. Providing feedback to pupils during activities.</i>
5	Are there opportunities for pupils to develop their age-appropriate, subject specific, vocabulary?	<i>Subject specific vocabulary includes: Terminology that refers to techniques in specific sports (such as a 'serving' or 'forehand' in badminton). Terminology linked to an engagement in a variety of types of sport or physical activity (such as 'speed' or 'strength'). Terminology that refers to rules, tactics and strategies (such as a 'free-kick' or 'finding space' in football).</i>
6	Are there opportunities to build character and help embed values that are age-appropriate?	<i>The teacher may actively plan, or make use of teachable moments, in order to promote and develop key values. For example: Leadership - pupils may lead parts of the lesson or are given responsibilities, such as captaincy or to lead demonstrations. Collaboration – pupils are given opportunities to work together to strategise, problem solve or provide feedback to improve performance. Respect – though group work or competing against the opponent, pupils might be encouraged to appreciate other abilities, views and opinions.</i>

Potential PE Specific Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Identify and make explicit the key fundamental movement skills/techniques/skills/strategies/tactics you want pupils to develop within the lesson.
Ensure the practice design is realistic which helps pupils transfer fundamental movement skills/techniques/skills/strategies/tactics into game situations.
Give pupils appropriate practice time and repetition to increase their fluency and consistency when developing and refining fundamental movement skills/techniques/skills.
Reduce the time in which pupils are physically inactive within the lesson.
Model confident use of appropriate specialist vocabulary.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan in opportunities for pupils to retrieve information regarding the key teaching points for specific techniques/skills/strategies/tactics within a chosen sport.
Ensure feedback is provided so pupils know and understand how they can improve their physical performance.
Use observational skills to assess current physical performance levels and adapt teaching appropriately.
Use questioning with a cross section of the class to assess pupils' knowledge and provide immediate feedback to reduce misconceptions.
Provide pupils with ample opportunities to demonstrate their procedural (knowing how) knowledge through physical means.
Ensure an appropriate focus on fundamental movement skills so pupils develop the foundations to progress to more complex movements.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps for further development
Develop subject knowledge in (insert chosen sport or physical activity) so that you can provide clear direction/step by step instruction/practice/feedback.
Provide pupils with accurate models of the technique, or skill in question, so pupils can imitate, compare and refine their actions.
Develop subject knowledge in (insert chosen sport or physical activity) so that you can identify misconceptions and adapt teaching accordingly.

OFSTED. (2022). Research review series: PE, Gov.uk. Available at:

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>