

Guidance for Observation and Target Setting in 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 (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, with the appropriate level of challenge?	<p>Motor competence: a person's ability to execute a variety of movements required to perform in sport and physical activity.</p> <p>Pupils may use the STEP model to adapt the practice design to increase or decrease challenge for pupils:</p> <p>Space - modify by increasing or decreasing the area or obstacles/distractions within it. Task – modify the difficulty of the task and skills required. Equipment – modify the purpose, type and use of equipment. People – modify the groupings or opposition.</p>
2	Are there opportunities for pupils to learn about rules, strategies and tactics involved in the sport or physical activity?	<p>Rules tactics and strategy: Knowledge of the conventions of participation in different sports and physical activities.</p> <p>This may be as a performer or coach, official, umpire or referee.</p>
3	Are pupils physically active for sustained periods of time?	<p>Pupils should be physically active for between 50-80% of the learning time.</p> <p>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.</p> <p>Pupils should have ample opportunity to develop fitness levels and physically practice motor competencies relevant to the lesson.</p>
4	Does secure subject knowledge ensure that information presented to pupils is relevant and accurate.	<p>Could be evidenced when:</p> <p>Providing demonstrations and verbal explanations of techniques to pupils.</p> <p>Providing feedback to pupils during activities.</p> <p>Using resources, such as reciprocal teaching cards.</p>
5	Are there opportunities for pupils to develop their subject specific vocabulary?	<p>Subject specific vocabulary includes:</p> <p>Terminology that refers to techniques in specific sports (such as a 'smash shot' or 'drop shot' in badminton).</p> <p>Terminology linked to an engagement in a variety of types of sport or physical activity (such as 'aerobic' or 'anaerobic' activity).</p>

		Terminology that refers to rules, tactics and strategies (such as a 'counter attacking' or 'playing between the lines' in football).
6	Are there opportunities to build character and help embed values?	<p>The teacher may actively plan, or make use of teachable moments, in order to promote and develop key values. For example:</p> <p>Leadership - pupils may lead parts of the lesson or are given responsibilities, such as captaincy or coaching roles.</p> <p>Collaboration – pupils are given opportunities to work together to strategize, problem solve or provide feedback to improve performance.</p> <p>Respect – though group work or competing against the opponent, pupils might be encouraged to appreciate other abilities, views and opinions.</p>

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 techniques/skills/strategies/tactics you want pupils to develop within the lesson.
Ensure the practice design is realistic which helps pupils transfer techniques/skills/strategies/tactics into game situations.
Give pupils appropriate practice time and repetition to increase their fluency and consistency when developing and refining 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' declarative knowledge and provide immediate feedback to reduce misconceptions.
Provide pupils with ample opportunities to demonstrate their procedural (knowing how) knowledge through physical means.
Where peer assessment is utilised, ensure pupils are able to use a clear set of criteria by which to accurately assess techniques/skills/strategies/tactics of their peers.

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.

Ensure you utilise the STEP principle, where required, to provide appropriate challenge for all pupils.

Key references

Capel, S., & Whitehead, M. (2015). *Learning to teach physical education in the secondary school: A companion to school experience*. Routledge.

Department for Education. (2014). Physical Education programmes of study: key stages 3 and 4, Gov.uk.

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