

PE Feedback Prompts

Please refer to the PE section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

PE Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the PE OFSTED Review 2023

Key Idea:	What to look for
Warm Up as an opportunity for retrieval practice and for assessment of prior knowledge.	➤ Does the warm up enable pupils to revisit prior learning or explore equipment or movement that will be the focus of the learning in the lesson? ➤ What opportunities were pupils given to explore movements/skills or equipment? ➤ Did the associate teacher use the warm up as an opportunity to teacher assess starting points within learning for all pupils? ➤ Are connections made between broad health outcomes or other curriculum areas? ➤ Has the associate teacher ensured that the learning environment and equipment are safe for the children to use throughout the lesson?
Introduction of new learning	➤ How does the warm up link with this activity? ➤ Was the equipment used appropriate for the activity, and how did it support the learning? Were children given choice about what equipment to use? ➤ How were the children given opportunities to independently explore movement possibilities first? Were they encouraged to be creative? ➤ How did the associate teacher organise the children so that they could practise key movement skills? ➤ How active were the children? Were there periods of 'waiting' or inactivity?
Development of the learning/skill	➤ Did the associate teacher model/demonstrate any key fundamental movement skills – if so, how was this done? (Teacher modelling/video demonstration/cue cards etc) ➤ Were teaching points for specific skill development used to enable the children to know how to develop a particular skill? ➤ How did the children collaborate with each other to develop their movement skill competencies? ➤ How effective were the adaptations in supporting the development of skills?
Application or consolidation of learning.	➤ How does the associate teacher structure the tasks to enable the children to apply their movement skills? ➤ How does the associate teacher organise the children and what impact did that have on their skill progression? ➤ Are the children given opportunities to make decisions about rules, tactics or strategies used within this part of the lesson? ➤ How does the associate teacher assess the progression? What interventions and feedback are given to support individuals or groups?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?) E.g. Scaffold the learning to enable all children to demonstrate the skill of jumping from 2 feet to 2 feet by using the STEP model.	