

Physical Education Feedback Prompts

Please refer to the Physical Education 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.

National Curriculum: Reference should be made to the aims of the National Curriculum for PE; develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities, lead healthy, active lives and Associate Teachers should demonstrate their understanding of the requirements for each of these.

PE Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing their PE lessons.

BCU Associate Teachers will have a foundational knowledge of the underpinning philosophy of physical literacy and understand the educative value of Physical Education (the ‘E in PE’) and how the development of fundamental movement skill (FMS) competency becomes the vehicle that enables children to become physical, cognitive, creative, social, and healthy movers. They should have secure subject knowledge of planning, delivering, and assessing PE through the progression of fundamental movement skills. The ‘3 Pillars of Progression’ for PE; motor competence, rules, strategies and tactics, and healthy participation should be evident within their planning and lesson delivery. Associate teachers will adapt or modify activities for all pupils, including those with SEND and EAL using the S.T.E.P model.

Substantive knowledge: BCU Associate Teachers’ substantive knowledge should be evident in both their planning and their teaching.

Declarative Knowledge – “I know that” BCU Associate Teachers should:

- Enable their pupils to know how to perform different fundamental movement skills.
- Provide simple and clear teaching points for fundamental movement skill progression.
- Enable pupils to use appropriate technical vocabulary to describe how their bodies are moving and what they need to do to improve.
- Enable pupils to understand the link between physical activity and health and address misconceptions that might be a barrier to participation in PE, school sport and physical activity within and beyond school.

Procedural knowledge – “I know how” BCU Associate Teachers should:

- Enable their pupils to confidently make decisions, select and apply appropriate rules, strategies and tactics when performing in PE.
- Provide pupils with opportunities to work collaboratively.

Additional Support:

Information about the relevance of fundamental movement skills (FMS) within planning, teaching and assessing can be found here: <https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#the-curriculum-progression-in-pe>

Useful resources to support understanding of how to progress and develop FMS: <https://kiddo.edu.au/skills>
<https://sportnz.org.nz/resources/developing-fundamental-movement-skills/>

Support for inclusive PE and SEND can be found here: <https://www.activityalliance.org.uk/how-we-help/resources/7053-inclusive-pe-activity-cards>

Key Idea:	What to look for
Warm Up as an opportunity for retrieval practice and for assessment of prior knowledge.	<ul style="list-style-type: none"> ➤ 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? ➤ Were the children clear about what they were learning in the lesson, and could they make links to prior learning within the activity area?

	<ul style="list-style-type: none"> ➤ 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? ➤ Was the learning objective shared with the children? ➤ 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	<ul style="list-style-type: none"> ➤ How does the warm up link with this activity? ➤ Was the success criteria for the lesson shared with the children? ➤ 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	<ul style="list-style-type: none"> ➤ 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? ➤ What adaptive teaching strategies were used for all children? ➤ How effective were the adaptations in supporting the development of skills? ➤ What assessment for learning strategies did the teacher use to enable progress? ➤ How does the associate teacher address any misconceptions that occur? ➤ What key questions were used to develop the learning? Were the children challenged cognitively to reflect on their progress and set goals for their learning within and beyond the lesson? ➤ Were the success criteria and teaching points referred to throughout the lesson?
Application or consolidation of learning.	<ul style="list-style-type: none"> ➤ 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? ➤ How do the children assess their own learning and progression, setting goals for next steps? ➤ How does the Associate Teacher use other adults within the lesson effectively?

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** is this 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 using the STEP model.