

## Physical Education (PE) Subject Specific Target exemplars:

This is a working document, intended to support the setting of subject specific targets on lesson observation forms and at weekly mentor meetings. Ideas for PE specific targets are here and can be adapted. Targets can require wider thinking and revisiting of prior learning at any stage in the course where it would be helpful to a trainee.

Target area:	Actions:	
Curriculum	Become familiar with exam board specifications for new GCSE and Cambridge Nationals PE courses	Consult exam board websites to compare and contrast the four exam specifications for GCSE and Cambridge Nationals PE specifications.
	Develop the ability to plan schemes of work	Work with X on the development of part of the scheme of work for KS3 (or KS4).
		Take the KS3 SoW and track the progression of historical thinking in relation to substantive concepts (empire, parliament etc) and second order concepts (historical significance and interpretations etc.) across the Key Stage.
		Take the KS3 SoW and track the diversity of assessment methods being used, then reflect on how this supports individual students to make progress, to discuss at the next meeting.
	Become familiar with GCSE question types	Read examiner reports from previous years trying to spot/ identify patterns/themes to get insight into what is required.
	Research Community / culture / Sporting links for your lesson	Identify how you can link stories of local people and places, or local source material to the bigger scale stories and events in your lesson.
	Shadow marking of mocks	Pencil mark mock papers using the markscheme, review with mentors/observe mentor marking
	Revisit prior learning on... to think about it again now you are more experienced.	Return to the University VLE to review the session on... (diversity, sequences, planning...)
	Plan to engage students and enable them to gain a love of the past	Observe an experienced colleague to identify how they 'hook in' learners through Fascinators in PE , how they use their own subject passion to engage and enthuse their pupils.
	Plan for breadth AND depth	Review a departmental sequence to identify depth and breadth within it
Integrate 'meanwhile, elsewhere, although, whereas' into your lessons.		
Plan for progress of all learners in your PE environments: hall, gym, field, Astro court classroom	Talk to the TA team about the best way to present material for X student. Enquire through the SENCO strategies and IEP for pupils.	

		Think about a specific learner and ‘walk through’ the lesson in their shoes thinking about the learning blocks they will encounter and how to remove them.
Subject knowledge	Develop historical knowledge for the required KS3 and KS4 courses	Update your subject-knowledge audit, to address any gaps in your current knowledge, with evidence of how you have moved your subject knowledge on.
		Attend public lectures at the University/ Look at resources and latest news / impact through AfPE / PE scholar / BBC sport
		Read/watch/listen to Y to develop knowledge of Z topic – impact of attending National Governing Body (NGB) courses – online or PIP
	Understand the level of knowledge required by pupils	Observe a series of lessons across key stages and reflect upon the depth and breadth of knowledge required by students at each level, for discussion at a mentor meeting.
	Observe a lesson	First watch/listen to X on the topic and then observe to see how an experienced teacher deploys the knowledge.
	Develop strategies to develop connective thinking in the pupils	Observe how an experienced teacher does this
		Model how to select the best knowledge to support answers.
	Develop knowledge of how concepts change over time	Study the scheme of work to identify the key concepts (eg. Components of Fitness Fundamental Movement Skills) and discuss with mentor how they change over time.
Integrate knowledge of careers into the subject knowledge	Make an activity specific to a career – looking at the wider community of PE and Sport / coaching.	
	Make explicit how being knowledgeable about the connections to both theoretical and practical thinking contributes directly to useful knowledge for careers.	
Teaching & Learning / Pedagogy	Ensure pupil progress in their ability to analyse sources as evidence	Learn how to use Enquiries across sequences in Physical Education shape assessment e.g. Fitness testing / Performance analysis or why some whole school assessment strategies are problematic.
	Learn how to progress students’ understanding of PE interpretations.	Read the DfE research review on Physical Education <a href="https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe">https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe</a>  Explore other information platforms such as Twitter / PE Scholar / AfPE

<p>Develop teaching strategies for enabling students to grasp the breadth and depth through prior learning and retrieval approaches</p>	<p>Use spaced repetition, through planning retrieval practice and structured tasks to demonstrate assessment of prior knowledge, knowledge gaps and misconceptions</p> <p>Practice Physical Education specific progress models e.g. Assessing fitness levels through VO2 max to measure elite performance / Reliability and validity of data to improve training method summative and formative.</p> <p>Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)</p>
<p>Develop creative ways of engaging pupils with PE thinking at the start of lessons.</p>	<p>Develop use of images to set the context for the learning in the lesson</p> <p>Trial some of the strategies for developing</p>
<p>Learn how the significance of PE is understood in relation to the National Curriculum.</p>	<p>Explore, examine and challenge the impact of traditional PE activities and their delivery through Teaching games for Understanding (TGFU) or Whole part Whole approaches that could and should provide the STEP (Space,Task,Equipment,Person)model.</p>
<p>Increase the level of challenge for students capable of higher level of thinking in PE.</p>	<p>Put together a short reading and watching list to stretch and make curious.</p> <p>Develop a writing task that encourages and enables more able students to do their own research and structure their essay with less scaffolding. To support exam questions and research based enquiry.</p>
<p>Devise more engaging enquiry questions for lesson sequences within PE</p>	<p>Devise 3 possible PE enquiries for a sequence and bring them for discussion and our next mentor meeting.</p>
<p>Develop strategies for introducing students to key substantive concepts</p>	<p>Identify the teaching strategies in operation in this example of a learning activity to introduce students to the concept of .....</p> <p>Use maps of a range of empires over time and devise an activity to help students to grasp the meaning of the concept of Empire.</p>
<p>Make more connections between PE and contemporary events in order to enable students to see the relevance of PE in the world / society</p>	<p>Include links to recent PE / contemporary events in lesson plans, to make the topic more meaningful and emphasise why PE is important in the modern world</p>
<p>Use online learning to develop students' PE thinking</p>	<p>Explore opportunities to use QR codes to examine rules, tactical plays in specific sports</p>
<p>Develop understanding of Physical literacy and how to teach it.</p>	<p>Explore the concepts raised by Whitehead (2020)</p> <p>Create safe spaces to encourage feedback and feedforward on performances in PE</p>

	Identify strategies to develop reading, writing and listening in PE	Encourage the approach of a Coach, leader, Umpire model during games
	Think how a PE learner uses numeracy skills / logic and build these into your lessons	Emphasise use of scoring & timing / tactical formations / dance motifs / calculations in GCSE and Cambridge Nationals for performance
Assessment	Develop the necessary skills for pupils to succeed in exams	Analyse sample exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer's like'. Use this to support pupils in developing the necessary skills needed to succeed in PE exams or Cambridge nationals work
	Understand in detail what is required for students to succeed in the KS4/KS5 exams	Shadow mark GCSE/Cambridge national / A Level PE exam questions and bring them to a mentor meeting for moderation.
		Read the examiners' reports for previous years.
	Gain greater experience of KS5 personal study assessment	Read the exam spec requirements for the personal study and observe teaching of this part of A level.
Design an assessment to end a specific sequence	Return to work done already on assessment and think about what learning from the sequence is to be assessed and the best way to achieve this.	
	Explore the PE department approaches to Assessment without Levels (AWOL)	Build upon concepts explored in EHU through Head Heart, Hands (HHH). What is suitable? How does this allow improvement in performance, subject knowledge the procedural and declarative approaches.