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| **Name of trainee** |   | **Subject** | **PE** |
| **Name of mentor** |  | **Key stage** |  |
| **Name of link tutor** |  | **Class** |  |
| **Programme** |  | **Number of learners in session** |  |
| **Professional practice****Phase (please check box)** | Introductory [ ]  | Developmental [ ]  | Consolidation[ ]  | **Number of the lesson observation** |  |
| **School/setting name** |  | **Date** | **Enter date** |

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| **Key points emerging from the session**  |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.*  |

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| **Physical Education and Subject Association Links**[Association for Physical Education – The National Subject Association for Physical Education](https://www.afpe.org.uk/)  |
| Subject Specific Elements. *What makes an effective Physical Education lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning in Physical Education shows a strong awareness of the National Curriculum and the components of motor competence, composition, or tactics; and healthy participation.
* Planning identifies the lesson intent and shows that it is building on prior learning. Planning shows clear sections to the lesson that identify how children will make progress.
* Potential misconceptions are anticipated and addressed through modelling of key skills and techniques. Modelling of these skills is presented in small steps.
* Excellent organisation in terms of resources, groupings and transitions to ensure a safe and productive environment.
* Learning objectives clearly develop knowledge of the fundamental skill or sport specific skills children will learn.
* Pupils know-how to apply the motor skills taught and apply these in the context of the activity.
* Activities, techniques and resources are appropriate to the age and developmental stage of the pupils. (STEP - Space, Task, Equipment, People, is used to ensure all children achieve success)
* Pupils evaluate their own work and that of their peers at KS2 to improve their own and others performance.
* A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups.
* Non-participants are fully involved in the lesson.
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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** |
| [ ]  High Expectations and Managing Behaviour[ ]  How Pupils Learn, Classroom Practice & Adaptive Teaching[ ]  Subject Knowledge and Curriculum[ ]  Assessment[ ]  Professional Behaviours |  |

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| **Opportunities for further development** **Target setting prompts** [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/)  |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)**  | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |