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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** |