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| **Name of trainee** |  | | | **Subject** | **PD** |
| **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/)  [*https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report*](https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report)  [*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)  [*https://birthto5matters.org.uk/areas\_learning\_and\_development/physical-development/*](https://birthto5matters.org.uk/areas_learning_and_development/physical-development/)  *Gallahue et al (2022) Understanding Motor Development: Infants, Children, Adolescents, Adults* | |
| Subject Specific Elements.  *What makes an effective Physical Education lesson?*   * Potential misconceptions are anticipated and addressed through modelling of key skills and techniques. Modelling of these skills is presented in small steps. * Pupils' know-how to apply the motor skills taught and apply these in the context of the activity. * The trainee helps to create an environment that promotes the development of gross motor skills * The trainee helps create an environment that promotes the development of fine motor skills * The trainee has planned for areas of provision to promote fundamental movement skills * The trainee uses their knowledge to support children with their development of fundamental movement skills * The trainee assesses children’s physical development skills as evidence of moving towards/achieving the ELG for physical development * A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups. | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |

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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 | | |
| 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** |