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| **Sections in yellow be completed by the trainee prior to the lesson observation** | | | | | | | |
| **Name of trainee** | Forrest Greene | | | | | **School/setting name** | **Super Academy** |
| **Name of mentor** | **S. Teacher** | | | | | **Key Stage** | **3** |
| **Name of link tutor** | **P. Smalley** | | | | | **Class** | **7Y** |
| **Programme/course** | **PGCE PE week 23** | | | | | **Number of learners in session** | **32** |
| **Professional practice phase** | **Introductory** | | **Developmental** | **Consolidation** | | **Date** | **x/y/z** |
| **What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets). How have you planned for this in your lesson?** | | | | | | | |
| **Sequencing learning – spiral curriculum**  **Build on prior concepts to develop core PE concepts.**  **Continue to develop modelling and scaffolding techniques.**  **I’m building on the ideas from Hockey about possession and have researched football specific skills – turning and dribbling, that I will demonstrate to the class in the ‘part’ section of the lesson.** | | | | | | | |
| **Sections in blue be completed by the mentor during the lesson observation** | | | | | | | |
| **What makes this an effective PE lesson (in line with the curriculum this week)?** | | | | | | | |
| **During this lesson on invasion games Forrest had thought about the techniques and tactics that they had employed in last week’s lesson. They were all able to apply what they had learnt about keeping possession in hockey to games with footballs.** | | | | | | | |
| **What pertinent research has the trainee used to plan/deliver this lesson? (e.g. Ofsted Research Review, this week’s engaged reading text, Capel, (2021) A Practical Guide to Teaching Physical Education in the Secondary School)** | | | | | | | |
| **The lesson content draws upon the Ofsted research review about sequencing content and the Capel text about planning.** | | | | | | | |
| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | | | | | | | |
| **Forrest has limited - but developing knowledge of football techniques. But they were able to use the materials from the FA and their hockey knowledge to deliver sound sport specific skills such as dribbling and turning, and getting your body between the ball and the opposition. Forrest had thought carefully about how to sequence the learning using the whole part whole principles** | | | | | | | |
| **What are the areas of strength observed and what is the impact on learners?** | | | | | | | |
| Forrest’s strengths are in their relationship with the pupils. They are able to talk and encourage pupils of all abilities and grow their confidence. | | | | | | | |
| **Sections in purple to be completed by trainee and mentor during observation feedback** | | | | | | | |
| **Which skills need development?** | | **How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?** | | | **Who needs to organise this opportunity?**  **Trainee/Mentor/Link Tutor/Other expert colleague** | | |
| Modelling and demonstrating. You still are tending to demonstrate techniques without fully modelling your thought processes. | | Go and observe NN with the 7z4 maths class. See how they verbally model the thinking when problem solving. | | | FG and NN | | |
| Football specific skills | | Continue to work through the FA materials to develop knowledge and we will discuss at the mentor meeting. | | | FG ST | | |
| Develop teaching strategies for enabling students to grasp the breadth and depth through prior learning and retrieval approaches | | Use spaced repetition, through planning retrieval practice and structured tasks to demonstrate assessment of prior knowledge, knowledge gaps and misconceptions | | | FG | | |

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| **Observer (mentor)** | **Name** |