

## Physical Education - Best Practice Grid

<p><b>What should we see in Physical Education lessons as best practice?</b></p> <ul style="list-style-type: none"> <li>• Meet and greet students; students registered and to change quickly;</li> <li>• Retrieval practice (theory and practical). Theory - questions shared on the whiteboard. Practical – Q&amp;A’s with demonstrations.</li> <li>• Consolidation of learning – mini-pleanaries.</li> <li>• ‘I do’ – modelling of skills/drills/games</li> <li>• ‘we do’ – scaffolded drills with peer support and teacher support</li> <li>• ‘you do’ – independent performances of skills/drills/games</li> <li>• Components (skills) → composites (supplication in mini-games/games)</li> <li>• KS3 – structured lessons with plenty of drills and opportunities for skill acquisition and development.</li> <li>• KS4 – facilitated learning. Emphasis on fun and cathartic release through options and games based lesson. Students responsible for their own warm ups, games organisation and officiating – teachers to intervene to improve learning through games, organisation and officiating.</li> <li>• ‘DIVE’ – students able to explain the faculty vision. How aspects of the lesson are linked to ‘DIVE’.</li> <li>• Peer/self assessment</li> <li>• GCSE Practical – high level drills to challenge; Use of criteria to inform students where they are working at; excellent modelling → demonstrations/videos</li> </ul>	<p><b>What does effective questioning and scaffolding look like in Physical Education?</b></p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Cold calling – pose pause pounce</li> <li>• Add more</li> <li>• No opt out</li> <li>• Scaffolding – break down skill. ‘whole – part – whole’ models. Conditioned games and mini games to improve understanding and apply skills. Modelling – demonstrations. Peer observations → coaching tips for peers.</li> <li>• CFU → support/guidance. Circulation and observation of skills practice/performance.</li> <li>• <u>Theory</u> – sentence starters, writing frameworks and structures. Questioning questioning questioning. Modelling answers on whiteboard. Peer marking and use of mark schemes.</li> </ul>
<p><b>What does great modelling and exposition look like in Physical Education?</b></p> <ul style="list-style-type: none"> <li>• Practical – demonstrations and/or videos/walk throughs.</li> <li>• Theory – worked examples of exam questions/assignments. Walk/Talk through exam questions – live.</li> </ul>	<p><b>What does retrieval practice look like in Physical Education?</b></p> <ul style="list-style-type: none"> <li>• Exam questions on whiteboard at the beginning of every lesson. Also interleaved within PowerPoints. CNAT → students to review previous lesson in workbooks.</li> <li>• Q&amp;A’s → Think Pair Share</li> <li>• Practical – skills practice after warm ups → after recall of key coaching points.</li> </ul>
<p><b>What will you see in pupils’ workbooks? (KS4 accredited options courses)</b></p> <ul style="list-style-type: none"> <li>• Work books and occasionally power points. Annotated upon. CNAT → assignment work on chrome books/TEAMs.</li> <li>• Exam questions – responded to and feedback (self or teacher).</li> <li>• Assessments – with feedback.</li> <li>• Homework – record on ‘Educake’ (staff and students).</li> </ul>	<p><b>What formative assessment and feedback will you see in Physical Education?</b></p> <ul style="list-style-type: none"> <li>• Practical – KS3 → 3 assessment points. Low stakes quizzing. Continued verbal feedback. KS4 → verbal feedback during self organisation of lessons by the class. Teachers to ask how aspects of the lessons could be improved, use of tactics.</li> <li>• Theory – whole class feedback on homework; written feedback on assessments; continued</li> </ul>

	<p>verbal feedback through good circulation. Low stakes quizzing.</p>
<p>What questions are useful to ask the children about their learning to elicit understanding?</p> <ul style="list-style-type: none"> <li>• Practical – KS3 → Recall of previous lesson – names and location of muscles. Explain what you are doing? How has previous learning helped you with the skills/games you are doing now? How did you demonstrate 'DIVE' (explicit examples – e.g. I was able to develop some lay-ups, My knowledge of football improved because I now know what a legal throw-in is performed) today? What did you find difficult today? How would you improve/change this to make it easier?</li> <li>• Practical – KS4 → explain the main rules of the game? How do you perform a warm up? Do you enjoy PE? Why? How did you demonstrate 'DIVE' (explicit examples – e.g. I was able to develop some lay-ups, My knowledge of football improved because I now know what a legal throw-in is performed) today? What did you find difficult today? How would you improve/change this to make it easier?</li> <li>• Theory – How often do you receive homework? How does the teacher help you understand/learn/make progress? What do you need to do to improve your grade? What are your strengths? What do you struggle with? Where can you go for help?</li> </ul>	<p>How do teachers in Physical Education engage with the subject community?</p> <ul style="list-style-type: none"> <li>• HOPE</li> <li>• TSIF</li> <li>• Social Media – school authorised</li> <li>• ResearchEd</li> <li>• Exam Boards</li> <li>• PE Networks – AfPE, YST etc</li> </ul>
<p>How is literacy taught in PE?</p> <ul style="list-style-type: none"> <li>• Reading assessment Grids.</li> <li>• Exam Style Questions.</li> <li>• KO's</li> <li>• Reading workbooks and explanation of Tier 3 vocabulary.</li> <li>• Homework.</li> <li>• Display Board – information of muscles/vocabulary.</li> <li>• Explicit teaching of subject specific vocabulary.</li> <li>• Real world sources – articles.</li> <li>• Promote through competitions – readers have sports tournaments organised for them.</li> <li>• Teacher recommends books to read.</li> <li>• Annotating texts in GCSE/CNAT to improve learning.</li> </ul>	<p>How is Oracy taught in PE?</p> <ul style="list-style-type: none"> <li>• 'Turn an Talk' – in Q&amp;A sessions to consolidate learning or generate ideas. Dialogical talk.</li> <li>• Choral Repetition – allows all students to participate/non-threatening. Extension is to select students to be the teacher.</li> <li>• Cold Calling – pose pause pounce bounce. Targeted to students confidence and ability.</li> <li>• Scaffolding – add more to the previous response.</li> <li>• Peer assessment – verbalised. In pairs to allow for inclusion. Non threatening. Generate to the whole class to challenge more confident students.</li> <li>• Officiating/coaching/leadership roles – practical application of verbalisation. Progressive in challenge within groups and across year groups. Incredibly effective when performing in non-participant roles due to injuries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication within teams – explicit teaching. Eg when sending or receiving in games.</li> </ul>
<p><b>Writing strand:</b>  <b>KS4 – limited to GCSE / CNAT</b>  <b>Up to 50 across the cohorts</b></p> <p><b>Possible development: (develop in co-planning)</b></p> <ul style="list-style-type: none"> <li>• Writing frames (GCSE &amp; CNAT) <ul style="list-style-type: none"> <li>○ Exam questions (6-9 markers)</li> <li>○ Keywords</li> <li>○ Sentence starters</li> <li>○ What is needed</li> </ul> </li> </ul> <p><b>Already in place:</b></p> <ul style="list-style-type: none"> <li>• CNAT = provided marking grids</li> <li>• CNAT = provided with keywords linked to MB1, MB2 &amp; MB3</li> <li>• CNAT = shown exemplar marked worked</li> <li>• GCSE PEP = shown examples of past work</li> <li>• GCSE PEP = basic sentence starters for each section</li> <li>• GCSE PEP = marking criteria provided</li> </ul>	<p><b>Pupil Premium</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Spare kit and discreet kit systems so no one is excluded.</li> <li>• Consistent routines and clear expectations every lesson.</li> <li>• Targeted encouragement and praise to build confidence.</li> <li>• Small-sided games to increase engagement and success.</li> <li>• Extra-curricular opportunities (clubs, fixtures) actively promoted.</li> </ul> <p><b>New to English</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher and peer modelling before any written or verbal instruction.</li> <li>• Visual demonstrations, diagrams, and task cards.</li> <li>• Key vocabulary repeated and reinforced every lesson.</li> <li>• Simple, chunked instructions supported by gestures.</li> <li>• Strategic pairing with supportive peers.</li> </ul> <p><b>Emerging Readers</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Minimal reliance on written instructions.</li> <li>• Use of images, symbols, numbers, and colour-coded stations.</li> <li>• Instructions read aloud and reinforced through demonstration.</li> <li>• Repetition of lesson structures and task formats.</li> <li>• Checking understanding through action, not reading.</li> </ul> <p><b>SEND</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Task adaptation using STEP (Space, Task, Equipment, People).</li> <li>• Modified equipment (larger balls, softer balls, visual targets).</li> <li>• Clear routines and visual prompts to support understanding.</li> <li>• Flexible grouping and role allocation in games.</li> <li>• Focus on individual progress rather than comparison.</li> </ul>