

Seaham Trinity Primary School

PE Policy



Document Control

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Purpose of the document	To ensure that all pupils have access to a PE curriculum to enable them to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.
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Document approved by	Head teacher and Governing Body
Document approved on	
Changes made to this version	None
Reference material	Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport.
Linked documents	Photographic and video policy, Data Protection, Anti – Bullying, Acceptable use Policies

Introduction

This policy document is adapted from a Durham County Council document and outlines how P.E is both taught and learnt. This policy document outlines guidance in relation to:

- the provision of physical education
- how it is taught and learned
- how it contributes to the physical, cognitive, creative, social and personal development of all pupils
- the care, guidance and support of pupils and the framework through which all school leaders, teachers, and other adults supporting learning, understand and manage their roles and responsibilities in the provision of safe practice

All advice and information contained in this policy and guidance, regarding safe practice, is taken from the Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition, and DCC Health and Safety Policy and Guidance.

Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and wellbeing, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

It applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities.

Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Objectives

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide cross curricular links for example through the thematic curriculum units in Hamilton Trust.
- create the stimulation and interest to encourage life-long participation in sport
- develop knowledge of different cultures (e.g. in traditional dance) and recognize how sport can transcend cultural boundaries

Provision

Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Pupils will have access to all components of current National Curriculum programmes of study, which will include dance, gymnastics, games type activities, swimming and athletics or OAA activities so that a realistic attempt is made to achieve the expected levels of performance as set out in current National Curriculum descriptors. An example of a balanced curriculum programme, based on the use of core assessment tasks, is found in [appendix 2a & 2b](#)

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills

- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and SMSC

Entitlement

Currently each class has 2 PE lessons per week. These lessons are approximately 30 minutes at EYFS and KS1 and 45 minutes at KS2. Swimming lessons are 30 minutes at KS1 increasing to 1 hour at upper Keystage 2.

PE is supplemented by other types of physical activity that include

- Active break-times where pupils are encouraged to use a range of small equipment and climbing equipment
- Outdoors learning for EYFS that includes use of co-operative large outdoor equipment such as tricycles and trolleys.
- Physical Extra-curricular activities that at the time of writing include netball and gymnastics but at other times of the year include football for infants and juniors; 'fun sport' for infants and infant gymnastics

Pupils most generally therefore access at least 2 hours of physical activity per week with many accessing much more.

Teaching and Learning

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Appendix 3 Safe Teaching

Refer to the PDF of Teachers' Standards 2012 included in the appendices

Assessment & Recording

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles

Assessing Progress

To assist in formative assessment, teachers could use the following:

- Core tasks, to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use progression of skills core task sheets to record assessment. [See Appendix 4](#)

Out of School Hours Learning (OSHL)

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle. A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime, in conjunction with the extended schools programme. All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and Key Stage 2)
- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity and support links to community clubs

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.
- Ensure that the link teacher/subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on noticeboard) Inform pupils and parents of the range of OSHL opportunities.

Equality, Diversity and Accessibility

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language. A 'can do contract' will be devised through discussion between teachers, support staff, parents and where relevant, specialist medical staff. Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and

effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

Differentiation

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

See Appendix 6

Adults Supporting Learning (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches and volunteer parents but not trainee teachers

Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff
- Provide additional opportunities for OSHL
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL and coaches will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils
- Joint gender
- Behavioural issues
- Potential bullying
- Location of staff
- Safety aspects of the changing space

Safeguarding

Aspects Relevant to Safeguarding within a Physical Education and Sport Context

Staff Development

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available from the Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Leadership & Management

Subject Leadership (Role of the Co-ordinator)

- Developing good classroom practice, providing stimulus and inspiration
- Auditing, organising, ordering and reviewing resources
- Attending courses to further own professional development and providing information and support for colleagues for in- service training
- Monitoring classroom practice and planning to ensure quality of delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Taking on the role of Primary Link Teacher for the School Sports Coordinators project.

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Auditing, ordering and reviewing efficiency of how equipment , learning resources and accommodation are managed to ensure pupils are well taught and protected
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews/ questionnaires
- Self-evaluation of the subject in relation to The 10 high quality outcomes for PE.
- The opportunity for EDS / SSP high quality sampling visit

See appendix 7a and 7b

Safety Issues – Safe Teaching, Teaching Safety

The Headteacher is responsible for overseeing the completion of formal risk assessments. In addition all teachers are encouraged to carry out informal risk assessments prior to every indoor and outdoor lesson. This involves a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or should an alternative approach be taken.

Risk Assessment/Managing Risk

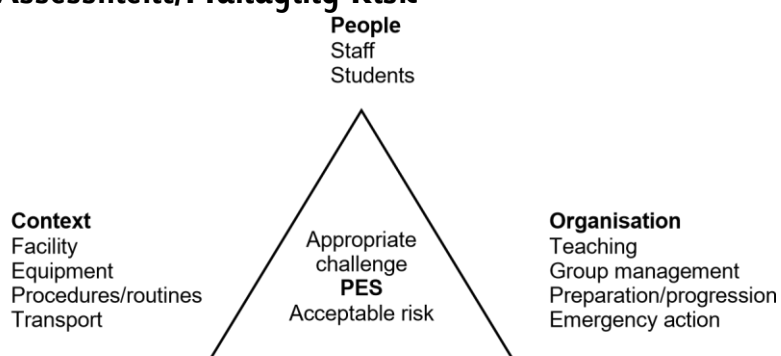


Figure 1: The triangle model for safe practice/managing risk in PES
(courtesy of Beaumont, Eve, Kirkby and Whitlam)

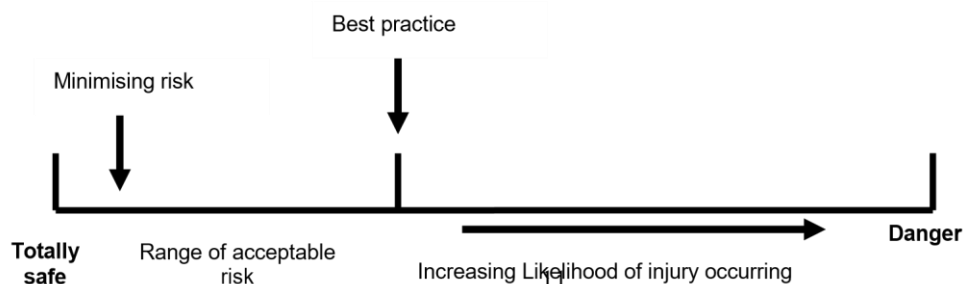


Figure 2: Managing Risk

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

In summary, school should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Pupils' involvement in, and responsibility for, their own safety

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

Refer to Section 4 in Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition

Clothing & Personal Effects – (afPE recommendations)

Introduction

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.

- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

Jewellery and personal adornment

Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them.

The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.
2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.
3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by: **1.**

The nature of the activity

2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Indoor footwear

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well fitting socks maybe applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

Outdoor footwear

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other

traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.

- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Equipment & Resources

The majority of PE equipment is stored in the PE cupboard and ball cupboard. All equipment is catalogued and a list is available from the PE coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.



UNITED KINGDOM

article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Policy review and update

Last reviewed..... September 2019

Date of next review.....September 2020

Appendices

Appendix 1

Outcomes of High Quality Physical Education and School Sport (taken from Learning Through PE & School Sport DfES 2004)

- Pupils show commitment to PE and Sport
- Pupils understand what they are trying to achieve and how to go about it
- Pupils understand that what they do in PE contributes to a healthy, active lifestyle
- Pupils have confidence to get involved in PE and Sport
- Pupils have the skill to take part in PE and Sport and are in control of their movement
- Pupils take part in a range of competitive, creative and challenge-type activities as individuals and as part of team groups
- Pupils are thinking about what they are doing and making decisions for themselves
- Pupils show a desire to improve and achieve in relation to their abilities
- Pupils have the stamina, suppleness and strength to keep going
- Pupils enjoy PE and school/community sport

APPENDIX 2

ENSURING A BALANCED PHYSICAL EDUCATION CURRICULUM in KEY STAGE 1 and KEY STAGE 2

It is important that the physical education curriculum you offer ensures that each child in each key stage is accessing their full entitlement and the correct balance of the variety of areas of activity.

Below is a table which will help you to monitor the balance of activities if you are offering minimum provision and if you are offering an enriched curriculum.

Even though QCA schemes of work are not statutory themselves, they do provide the progression in learning in all 6 activity areas and the learning objectives which must be met.

They also provide Core Tasks which are to be used as a means of assessing the progress in pupils' learning. Using a variety of resources you will be able to provide appropriate tasks to enable them to make progress. Used alongside the assessment resources to be found on the Durham Learning Gateway, the pupils can be involved in personalised and independent learning.

KEY STAGE 1	GAMES	GYMNASTICS	DANCE	ATHLETICS	OAA	SWIMMING
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<p>Minimum entitlement. Games, gymnastics and dance MUST be taught in Key Stage 1</p> <p>One unit of work should be 12 hours long</p>	<p>33% of the time across the key stage must be spent on games, offering a balance of invasion, net/wall and striking and fielding activities. Through the activities you provide, the learning objectives from QCA Games Activities Unit 1 and 2 must be met.</p>	<p>33% of the time across the key stage must be spent on gymnastics. Through the activities you provide, the learning objectives from QCA Gymnastic Activities Unit 1 and 2 must be met.</p>	<p>33% of the time across the key stage must be spent on dance. Through the activities you provide, the learning objectives from QCA Dance Activities Unit 1 and 2 must be met</p>			
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<p>Enriched curriculum. Games, gymnastics and dance MUST be taught. Although it is not a National Curriculum requirement, an experience of athletics, OAA and swimming MAY be offered. One unit of work should be 8 hours</p>	<p>22% of the time across the key stage must be spent on games, offering a balance of invasion, net/wall and striking and fielding activities. Through the activities you provide, the learning objectives from QCA Games Activities Unit 1 and 2 must be met.</p>	<p>22% of the time across the key stage must be spent on gymnastics. Through the activities you provide, the learning objectives from QCA Gymnastic Activities Unit 1 and 2 must be met.</p>	<p>22% of the time across the key stage must be spent on dance. Through the activities you provide, the learning objectives from QCA Dance Activities Unit 1 and 2 must be met</p>	<p>11% of the time across the key stage may be spent on meeting the learning objectives from QCA Athletic Activities Unit 1</p>	<p>11% of the time across the key stage may be spent on meeting the learning objectives from QCA Outdoor and Adventurous Activities Unit 1</p>	<p>11% of the time across the key stage may be spent on meeting the learning objectives from QCA Swimming Activities and Water Safety Unit 1</p>
KEY STAGE 2	GAMES	GYMNASTICS	DANCE	ATHLETICS	OAA	SWIMMING

Minimum entitlement. Games, gymnastics, dance and swimming MUST be taught and either athletics or outdoor and adventurous activities. One unit of work should be 12hrs long	16% of the time across the key stage must be spent on invasion games. Through the activities you provide, the learning objectives from QCA Invasion Games Units 2 and 4 must be met. 16% of time on net/wall games must meet the learning objectives from QCA Net/Wall Units 1 and 2. 16% of time on striking and fielding games must meet the learning objectives from QCA Striking and Fielding Units 1 and 2	16% of the time across the key stage must be spent on gymnastics. Through the activities you provide, the learning objectives from QCA Gymnastic Activities Units 4 and 6 must be met.	16% of the time across the key stage must be spent on dance. Through the activities you provide, the learning objectives from QCA Dance Activities Units 4 and 6 must be met.	Either 8% of the time across the key stage must be spent teaching athletics, meeting the learning objectives from QCA Athletic Activities Unit 2.....or 8% of the time across the key stage must be spent teaching outdoor and adventurous activities, meeting the learning objectives from QCA OAA Unit 2.	8% of the time across the key stage must be spent teaching swimming. Through the activities you provide, the learning objectives from QCA Swimming Activities and Water Safety Unit 2 must be met.
Enriched curriculum.	16% of the time across the key stage must be spent on invasion	16% of the time across the key stage	16% of the time across the key stage	12% of the time across the key stage	12% of the time across the key stage	8% of the time across the key stage must be

<p>Games, gymnastics, dance and swimming MUST be taught as well as athletics AND outdoor adventurous activities</p> <p>One unit of work should be 8hrs long</p>	<p>games. Through the activities you provide, the learning objectives from QCA Invasion Games Units 1, 2, 3 and 4 must be met.</p> <p>8% of time on net/wall games must meet the learning objectives from QCA Net/Wall Units 1 and 2.</p> <p>8% of time on striking and fielding games must meet the learning objectives from QCA Striking and Fielding Units 1 and 2</p>	<p>must be spent on gymnastics. Through the activities you provide, the learning objectives from QCA Gymnastic Activities Units 3, 4, 5 and 6 must be met.</p>	<p>must be spent on dance. Through the activities you provide, the learning objectives from QCA Dance Activities Units 3, 4, 5 and 6 must be met.</p>	<p>must be spent teaching athletics, meeting the learning objectives from QCA Athletic Activities Unit 1, 2 and 3</p>	<p>must be spent teaching outdoor and adventurous activities, meeting the learning objectives from QCA OAA Unit 1, 2 and 3.</p>	<p>spent teaching swimming, meeting the learning objectives from QCA Swimming Activities and Water Safety Units 1, 2 and 3</p>
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Appendix 2 b Progression across the key stages

EARLY YEARS FOUNDATION STAGE OBJECTIVES FOR 'PHYSICAL' LEARNING GOALS

By the end of EYFS, children should:

- Move with confidence, imagination and in safety.
- Move with control and co-ordination.
- Travel around, under, over and through balancing and climbing equipment.
- Show awareness of space, themselves and of others.
- Recognise the importance keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Use a range of small and large equipment
- Handle tools, objects, construction and malleable materials safely and with increasing control.

KEY STAGE ONE OBJECTIVES

GAMES

Games are taught in every year during Key Stage One and are developed through simple co-operative and competitive situations, progressing from individual activities, to working with a partner, to working in a small group.

Lessons include all of the generic skills essential in games play, using a wide variety of games equipment.

Lessons are taught in an outdoor environment whenever possible.

Skills:

- sending (throwing, striking, rolling, bouncing)
- receiving
- travelling with
- running, chasing, dodging, avoiding
- spatial awareness

Pupils are taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion- type games
- play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending

By the end of the Key Stage most children should be able to:

1. Send a variety of objects e.g. balls, hoops, quoits, and beanbags.
2. Catch or receive objects, which are sent accurately.
3. Play simple games alone and with others, using simple rules devised by themselves or the teacher – experiencing being a team member.
4. Show a basic awareness of space and appreciation of others within a games situation.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught indoors, in every year during Key Stage One. The main focus is body awareness, concerning the development of control, coordination and versatility. Strength is developed and flexibility maintained.

The children will experiment with and are taught the basic natural actions of:

- travelling
- turning
- rolling
- jumping
- balancing
- climbing
- take off and landing/flight

Pupils are taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions (for example, balancing, taking off and landing, turning and rolling)
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed

By the end of the Key Stage most children should be able to:

1. Perform confidently, travel with varying degrees of control and coordination, all of the basic gymnastic actions.

2. Use apparatus to get on/off, under/over, along, around and through.
3. Land safely when jumping or moving from apparatus of various heights.
5. Remember and refine actions, linking them together into a simple sequence.
5. Lift, carry and place a range of simple apparatus safely.

DANCE

Dance is taught, in every year during Key Stage One. It is concerned primarily with developing control, co-ordination, balance, poise, elevation and individuality. It also encourages aesthetic awareness and the appreciation of quality in movement.

Children are taught to develop the above elements through the basic actions of:

- travelling
- jumping
- turning ☐gesture
- stillness
- shape

Pupils are taught to:

- Use movement imaginatively, responding to stimuli, including music, and performing basic skills
- Change the rhythm, speed, level and direction of their movement
- Create and perform dances using simple movement patterns, including those from different times and cultures ☐express and communicate ideas and feelings

By the end of the Key Stage most children should be able to:

1. Appreciate and use contrast in speed, in effort and in spatial aspects, for example, quick/slow, strong/light, wide/narrow, high/low.
2. Appreciate and respond to, contrasting sounds in music, percussion and words and to be able to react to simple rhythms.
3. Convey through movement the elements contained in text (including different times and cultures) and to express appropriate characteristics and moods.

KEY STAGE TWO OBJECTIVES

GAMES

Games are taught in every year during Key Stage Two and includes all of the common skills and principles, including attack and defence, in invasion, striking/fielding and net/wall games.

Skills are taught progressively leading into small-sided games and simplified versions of recognised competitive team and individual games. The generic skills previously taught, of sending, receiving, striking, and travelling with a ball are incorporated into specific games skills e.g. soccer, netball, cricket, tennis.

Pupils are taught to:

- play and make up small-sided and modified competitive net, striking/fielding and invasion games
- use skills and tactics and apply basic principles suitable for attacking and defending
- work with others to organise and keep the games going

By the end of the Key Stage most children should be able to:

1. Strike or send a ball with reasonable accuracy by using different parts of the body and a variety of implements.
2. Catch or receive objects taking into account, for example, the flight of a ball, the movement of others.
3. Invent their own games, selecting appropriate equipment, size and shape of playing area and numbers of participants.
4. Participate in small - sided team games involving varying numbers of players and experience a variety of roles, including officiating – within these games, show due concern for others.
5. Conform to rules including those of their own devising.
6. Learn and apply skills and tactics in selected games and have a basic understanding of how to analyse them in order to improve performance.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught in every year during Key Stage Two and focus on developing body awareness, control, co-ordination and quality of movement.

Pupils are taught:

- Turning, rolling, jumping, balancing, travelling, take off and landing
- To create and perform fluent sequences on the floor and using apparatus
- To include variations in level, speed and direction in their sequences

By the end of the Key Stage the children should be able to:

1. Combine basic actions e.g. rolling and balancing to produce sequences, which show a degree of continuity with appropriate variation of speed, level and direction.
2. Understand and be able to show how body tension, clarity of shape, extension and fluency can influence quality.
3. Perform sequences on the floor and on apparatus of different heights.
4. Practise, repeat and refine skills and sequences.
5. Copy sequences devised by others.
6. Reproduce some specific actions, for example, forward and backward rolls.
7. Select and apply actions appropriate to the task and to the apparatus.
8. Land safely and in control and receive their weight appropriately according to the preceding action.
9. Observe and make positive evaluation of their own work and that of others.
10. Lift, place, carry and use a range of apparatus safely and contribute to planning, designing of apparatus layouts.

DANCE

Dance is taught in every year during Key Stage Two. Within dance lessons children are taught to compose and control their movements by varying:

- shape
- size
- direction
- level
- speed
- tension
- continuity

Pupils are taught to:

☐ create and perform dances using a range of movement patterns, including those from different times, places and cultures ☒ respond to a range of stimuli and accompaniment

By the end of the Key Stage most children should be able to:

1. Respond to rhythms, moods, and qualities in music, text, photo's objects and sounds.
2. Develop and repeat phrases of movement in dance, with clear beginnings, middles and ends.

3. Express simple ideas and feelings clearly using a range of gestures and actions.
4. Show control, coordination, balance and poise in the basic actions of travelling, elevation and stillness.
5. Improve quality by varying shape, size, direction, level, speed, tension and continuity.
6. Describe, interpret and evaluate aspects of their own and others performance.

ATHLETIC ACTIVITIES

In athletic activities the focus is upon developing the natural physical actions of running, jumping and throwing. These activities also provide excellent opportunities for promoting physical fitness and an understanding of how the body works. They are taught to measure, compare and improve performance.

Pupils are taught to:

- take part in and design challenge and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills both singly and in combination
- pace themselves in these challenges and competitions

By the end of the Key Stage most children should be able to:

1. Use a variety of basic techniques in running, jumping and throwing, leading to the specific athletic activities.
2. Be aware of simple safety requirements within athletic activities.
3. Measure, compare and improve performance.
4. Experience healthy competition.

OUTDOOR AND ADVENTUROUS ACTIVITIES

OAA has the potential to satisfy the need for excitement and challenge in a positive way. It also provides opportunities for learning about others the environment and ourselves. Pupils will experience OAA, e.g. orienteering trails, both in the school grounds and in the community. These activities include both physical and problemsolving challenges, working individually and with others.

Pupils are taught to:

- take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- use a range of orienteering and problem-solving skills

- work with others to meet the challenges

By the end of the Key Stage the children should be able to:

1. Undertake simple orientation activities, using appropriate skills.
2. Show an understanding of safety in the outdoors and how to avoid danger.
3. Appreciate the need for mutual support and trust working in a challenging environment.
4. Find solutions to a variety of problem-solving activities.
5. Show an appreciation and regard for the outdoor environment **SWIMMING**

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all-round exercise and contributes to the development of flexibility, strength and stamina.

Pupils are taught to:

- pace themselves in floating and swimming challenges related to speed, distance and personal survival
- swim unaided for a sustained period of time over a distance of at least 25m
- use recognised arm and leg actions, lying on their front and back
- use a range of recognised strokes and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving)

By the end of the Key Stage most children should be able to:

1. Swim on the front and the back and be confident in water.
 2. Enter and exit the water safely.
 3. Swim unaided, for at least 25m.
 4. Perform certain skills in water, for example, tread water and float
5. Know and understand the basic principles of water safety and survival.

At Gainford C of E, children we aim to provide a course of swimming for all children at Teesdale Leisure Centre from Y1. Depending on the size of the class and the age of the children this can be a 5 week or a 10 week block at some time during the school year.

APPENDIX 3

USING CORE TASKS TO ASSESS PROGRESS IN PHYSICAL EDUCATION

WHAT ARE CORE TASKS?

The core tasks are designed to be used in such a way that teachers and pupils can:

- Gain an **understanding** of what they are trying to achieve throughout the unit of work
- **Identify** which skills will be needed to perform the task well
- **Assess** what they can do at the beginning of a unit of work
- **Plan** activities for groups and individuals which will enable every pupil to make progress by the end of the unit of work
- **Assess** what they can do at the end of the unit of work

THE CORE TASK RESOURCES

Each task comes with a video clip demonstrating what is expected at that particular level.

Each task card is in fact a medium term plan.

The front of the card sets out:

The assessment task

- Equipment needed
- Key questions to help pupils evaluate their work
- Statements and pictures to enable teachers and pupils to understand what they will see when pupils are demonstrating high quality The Durham County version of the assessment tasks also provides:
- examples of other resources to use throughout the unit of work to develop the skills to enable pupils to make progress
- a list of vocabulary that pupils should use and understand

The back of the card sets out the 4 aspects of learning which must be covered throughout the unit of work:

- developing skills
- making and applying decisions
- developing physical and mental capacity
- evaluating and improving performance

HOW DO I USE THE RESOURCE?

In week 1, help the pupils UNDERSTAND what they will be trying to achieve during the coming weeks:

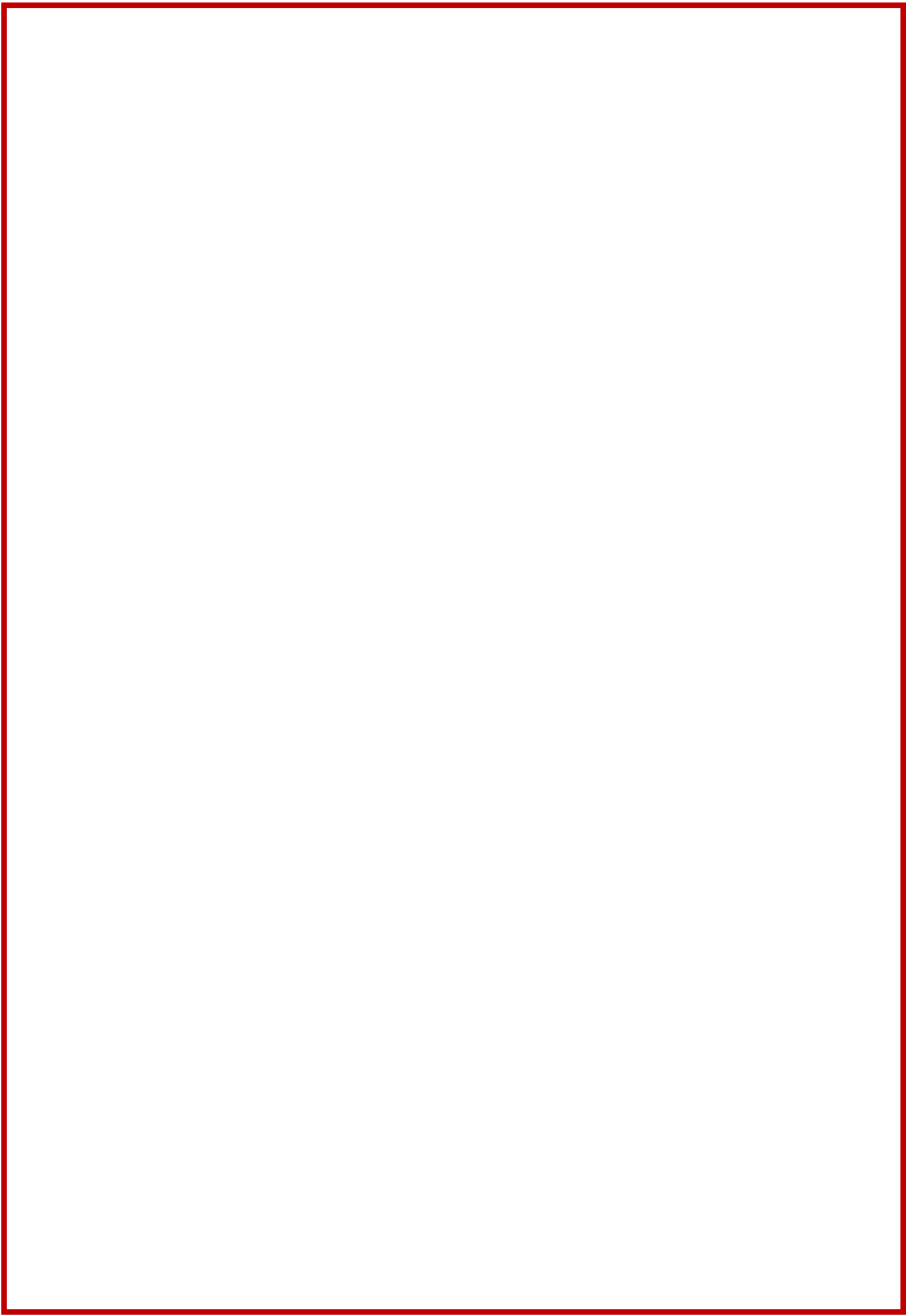
- watch the video clip with the pupils
- ask them first of all to describe how the game is played/what is happening in the dance or gymnastics sequence
- ask them the rules, how many people they need, what equipment is being used, what other equipment could be used to carry out this task
- ask them, and make note of, which skills are needed to perform the task well

- give the pupils the opportunity to try out the task, with as little teaching as is safe, in order that pupils and the teacher can analyse what the pupils can do and identify what the focus of future lessons needs to be. In games, provide the pupils with a range of equipment from which to choose. In gymnastics and dance try out some of the skills the pupils have identified before combining them to create the dance or sequence.

It would be useful to video the pupils at this point.

- after the initial attempt, discuss and record what the pupils identify as having done well and what they need to be able to do in order to make progress. This will form the basis of planning work for groups and individuals throughout the unit of work
- Subsequent weeks will be spent:
 - developing the skills
 - taking part in activities where pupils make decisions and apply them to a task/challenge
 - developing physical and mental capacity e.g. stamina to keep going, determination to succeed
 - continually evaluating their progress, having the opportunity to look again at the task to help them measure progress and continue to identify skills to be developed

The final week will be spent performing the task once more. Again, videoing the performances will be useful so that pupils can see, as well as describe, the progress they have made. This will also serve as very valuable evidence of their progress and achievement.



Appendix 4

Seaham Trinity Primary School

Core Task Record Sheet

Core Task - Making Shapes

Year 1

<p><u>Emerging/Developing</u></p> <p>Some children will not have progressed so far and will be unable to link their actions smoothly to create a sequence. They will not have the confidence or competence to perform on apparatus.</p>	<p><u>Secure</u> Most children will be able to put together a small sequence of linked and repeated basic actions (2 chosen from travelling, rolling or jumping). They will show different body shapes and perform their sequence using apparatus.</p>	<p><u>Exceeding</u> Some children will have progressed further and will be able to create a longer, controlled sequence with a wider variety of linked actions, both on the floor and apparatus. They will be able to observe and evaluate a partner's sequence.</p>
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Below Expectations	Above Expectations
<p>Reasons:</p> <p>All have difficulties processing what needs to be done and need simple step by step instructions so found it difficult to link moves to create a sequence.</p> <p>All children have poor gross and fine motor skills which affects their agility and balance.</p> <p>.</p>	<p>Reasons: All have devised strategies for improving the game after observing and evaluating their partner or team. All were able to devise their own routine/sequence where a variety of actions were used. The children could identify and perform basic gymnastic shapes displaying good posture and balance. The children linked each shape/action, so their sequence was smooth, considering ways of travelling between each move as well as the best way to start and finish. They were able to use the floor as well as benches. The children were agile and with good posture and balance.</p>
<p>Strategies to support progress:</p> <p>1:1 support Concentrate on one/ 2 basic shapes Mixed pair work/ good role models. Needs to describe the rules to a partner</p> <p>Paired work where LA needs to describe the rules to a partner.</p>	<p>Strategies to extend learning opportunities:</p> <p>Use more apparatus. Vary speed – to music. More able to describe and support MA/LA child with basic shapes and how to travel.. Use the same equipment but children devise a different routine.</p> <p>Work with partner to link different actions together.</p>

Impact on future planning: Look at how the children are paired. Instructions are simplified and only one rule is explained at a time.	Impact on future planning: Look at how children are paired. Check resources.
Children working secure expectations:	

APPENDIX 5

The Inclusion Spectrum

Approach	Activity type	Groupings	Changes to promote inclusion
Open (Inclusive) Activities	Core skill or sports-specific warm ups, cool downs	Individual Pairs Small-sided Larger group	Participants practise skills or play together with minimal adaptation or modification
Modified activities	Core skill or sports-specific	Individual Pairs Small sided Larger group	Rules, e.g. Some players have more lives Space, e.g. increase or decrease, alter width of goal lines Equipment, e.g. size of ball, racket or stick Rules, specific roles within games (e.g. shooter).
Parallel Activities	Core skill or sports-specific	Individual, pair or group, playing together, or ability groups	Participants play the same game, but in their own way, e.g. standing or seated, or in ability matched zones or practises.
Disability Sport Activity	Disability sport or games specific to young disabled people	Individual, pair or group	Introduce non-disabled young people to disability sport games, e.g. boccia tabletop games (like Polybat or table cricket), seated volleyball, or wheelchair sports.
Separate Activities	Disability sports	Individual, pair or group	Individual practise or with disabled peers in disability sports activities, e.g. for local or regional disability sports competitions.

APPENDIX 6 The STEP Framework

Helping to adapt activities so that all young people can achieve success and have fun

S	Space-	Where is the activity happening?
T	Task-	What is happening?
E	Equipment	What is being used?
P	People	Who is involved?

S <p>Space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level/height above and below, in front, behind <input type="checkbox"/> Make play space larger- this can give more reaction time or smaller play space can demand higher mobility skill level <input type="checkbox"/> Stand nearer to partner or further away to make passing activities easier and harder <input type="checkbox"/> Smaller or larger target areas <input type="checkbox"/> Pathways- straight, diagonal, curved, zigzag 	T <p>Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce varying amount of rules <input type="checkbox"/> Allocate specific roles or rotate roles: <ul style="list-style-type: none"> <input type="checkbox"/> umpire, defender, shooter <input type="checkbox"/> Varying running, walking, jumping, hopping <input type="checkbox"/> Throwing high, low, for distance, at target <input type="checkbox"/> Play seated, standing
E <p>Equipment</p> <ul style="list-style-type: none"> • Balls, bats, beanbags of different shapes, sizes and weights • Lighters balls travel slower, give more time to react • Larger are easier to see, hit or catch <input type="checkbox"/> Beanbags don't roll away when throwing for distance or to a target • Targets could be on the floor, wall, numbered, larger or smaller • Target aiming could be into, onto, through or over • Think about texture, touch, environment, indoor or outdoor 	P <p>People</p> <ul style="list-style-type: none"> • Children can play: <input type="checkbox"/> on own <ul style="list-style-type: none"> ➤ in pairs ➤ in teams ➤ in groups • Players could have same roles to each other or different roles • Abilities could be similar or mixed • Players could play in own space/zone, team space, restricted spaces

Appendix 7: Aspects Relevant to Safeguarding Within a Physical Education and Sport Context

TEACHER OBSERVATION – GUIDANCE NOTES

Lesson preparation and planning

- Demonstrated awareness of learners' capabilities and prior learning •

The lesson was appropriately planned to include:

a warm up skills development selecting and applying skills evaluating and improving performance knowledge and understanding of fitness and health

- Adequate resources were available to allow all learners to choose appropriately to enhance independent learning
- The activities were differentiated to meet the needs of the group

Subject knowledge

- The teacher displayed a good command of the subject material
- Knowledge was used to provide challenging, interesting and exciting activities for all learners

Lesson presentation, teaching methods and communication

- Suitable teaching styles were used to inspire, enthuse and extend the variety of learners
- The teacher expected all learners to make good progress
- The activities were well presented, differentiated and challenging for all learners
- The pace ensured learners maintained interest and engagement
- The language used was appropriate to the ability of the learners

Learners' involvement

Learners:

- were changed and ready promptly
- had the confidence to get involved in the lesson, were considerate and supportive of each other resulting in positive behaviour
- knew and understood which skills they were trying to acquire and how to go about developing them
- enjoyed their learning showing high activity levels, resilience, determination and engagement
- were challenged to learn independently, demonstrating high levels of independence and thinking skills when selecting and applying the appropriate skill for the task
- volunteered questions, sought help from other learners/teacher
- were involved in a risk assessment at the beginning of the lesson and when appropriate throughout the lesson. They moved safely around the space and showed an awareness of others
- selected, set out and used equipment safely, they understood what constitutes an unsafe situation
- were given the opportunity to acquire knowledge and understanding of fitness and health
- were given the opportunity to evaluate their own and other's work

Behaviour

- the teacher displayed a positive approach, encouraging and rewarding good behaviour

- where learners' behaviour was inappropriate, the teacher dealt with the situation effectively
 - all learners were treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups
- Organisation of space**

- learners were involved in a risk assessment to make sure the space was clear of obstacles, the surface was appropriate and that they were dressed appropriately
- equipment was easily accessible for use during the lesson
- the environment was conducive to learning

Assessment of learners' work

- throughout the session the teacher observed and questioned the learners to assess their knowledge and understanding, giving clear explanations to help improve learning and progress
- teacher and learner demonstrations were timely and effective in reinforcing learning
- use of praise was used to highlight good performance and to improve learning and progress
- mistakes and misconceptions were recognised quickly and used effectively to facilitate learning

Available support

- the targeted support of teaching assistants was focussed and supported learning

APPENDIX 7a

Unit of PE	Year group/ class	Teacher	Observer
Context of the lesson/ learning objective:			
Monitoring		Yes	No
		Any evidence, comments, suggestions	
Did the lesson have an effective warm up? Did children show an understanding of health and fitness and the effects on the body?			
Did the lesson link directly to the core task? (Was the skill taught relevant to the core task?)			
Did the children explore and develop skills, ideas or actions effectively?			
Did pupils apply skills or link ideas appropriately? (in a game, sequence)			
Were activities appropriately differentiated to meet the needs of all children? (SEN and challenge for more able)			
Was there evidence of direct teaching with open and closed questioning?			
Did children comment on their own and others performance? (Use of demonstration)			
Was the teacher/pupil effective in improving the quality of the skill/movement?			
Was the lesson well organised? (Structure of the lesson)			
Was the time used effectively to engage all pupils in vigorous activity for sustained periods of time ? (Pace)			

Were appropriate resources available to children? (quantity, quality, range and access)			
Did the teacher show good subject knowledge?			
Was the lesson relevant, interesting and engaging for the pupils?			
Were relationships good? Teacher – child Child – Child (co operation)			
<u>Strengths of the lesson:</u>			
<u>Agreed targets for further development:</u>			
<u>Additional comments:</u>			

Signed Teacher: _____

Observer: _____

Date: _____