

The LJMU Mentor Guide to the Curriculum in Phase 2a Secondary Physical Education



Phase 2a trainee teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With support, they will plan lessons which match the needs of groups and individuals and develop longer term planning through sequences of lessons as part of the schools' physical education department.

At the end of Phase 2 we expect trainee teachers to:

- Create a learning environment which reflects consistently high expectations and manage pupils' behaviour in line with school policies and safe working practices in all areas of the physical education curriculum.
- Plan and teach lessons which demonstrate understanding of how pupils learn and develop, and select and use appropriate teaching approaches, styles and strategies for the subject matter and classes taught.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.
- Use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress, and be able to use this information to design, adapt and sequence future.
- Adapt planning and teaching to respond to a range of learning needs, and if necessary, know where to seek help and advice to support pupils with SEND.
- Respond constructively to challenge, feedback, and critique, and continuously improve their understanding and practice.
- Have a positive impact on pupil progress and an increasing confidence in teaching across the Physical Education curriculum.

Prior to Phase 2a, trainee teachers will have been taught about:

- Behaviour management.
- Rosenshine's Principles.
- Curriculum and Progression.
- Questioning and Dialogue in learning.
- Subject Knowledge and Pedagogy.
- Cognitive Science and Memory.
- How Children Learn.
- Preparing for Phase 1 – the QTS File and Mentoring Expectations.

They will also have been taught about: (the timing & sequence of these may vary for School Direct students)

- The role of their subject in the wider curriculum and statutory requirements
- Fundamental principles of how children learn
- Cognitive science and memory
- Principles of assessment
- Observing learning & deconstructing learning following observation
- Preparing for Phase 1 – the QTS file and mentoring expectations
- Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.

In PE subject sessions:

Please see the ITE Curriculum for PE for the full programme throughout the year.

- Why PE matters and its educational benefits.
- The PE National Curriculum Key Stage 1-4
- Behaviour Management in PE
- Metzler's instruction models – Direct instruction in PE
- Mosston and Ashworth – Command Style interventions
- Lesson planning in PE
- Metzler's instruction models – Teaching Games for Understanding
- Subject knowledge sessions in orienteering, badminton, gymnastics, netball, basketball.

The Phase 2a ITE Curriculum:

In Phase 2a, the centre – based curriculum focuses on subject knowledge and pedagogy. We ask you to support trainees in exploring these further in school by allowing them to practise what they have learnt and give specific feedback on the LAFs. Also, to follow up in discussion at weekly meetings, the impact on pupils' learning and setting specific subject knowledge development targets (Learn that ...) with measurable actions (Learn how to ...) Thank You Subject Mentors for all you Support in Training.

The focus of weekly discussions is in black. Professional Development Activities for Trainees are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 10 NOV	AM RFL Intro to teaching RL PM Adaptive teaching in PE	Adaptive teaching in PE	<ul style="list-style-type: none"> Observe a range of PE lessons, focusing on how expert practitioners adapt learning whilst maintaining high expectations for all pupils. Discuss how you can make PE accessible for all pupils including the identified needs of SEND pupils and how to effectively use TAs and other adults.
Friday 17 NOV	SEND and meeting individual learning needs in PE	SEND provision in PE	<ul style="list-style-type: none"> Organise to meet with the SENCO discuss further any IEPs for the pupils you are working with to identify potential barriers to learning in PE.
Friday 24 NOV	AM FA Teachers' Award – Part 1 PM Developing subject knowledge in dance	Subject knowledge in football and dance	<ul style="list-style-type: none"> Observe dance lessons and identify teaching approaches, strategies and styles are used for each activity area. Discuss how the learning is sequenced? What are the possible misconceptions and how does the teacher respond to this?
Friday 1 DEC	AM FA Teachers' Award – Part 2 Developing subject knowledge in hockey PM Developing subject knowledge in Basketball	Subject knowledge in basketball and hockey	<ul style="list-style-type: none"> If not already teaching hockey and/or basketball, observe a series of hockey or basketball lessons being taught across KS3 and KS4 If already teaching these subject areas, reflect upon how you can adapt the taught content and improve the impact of your lessons.

	Developing subject knowledge in Hockey		
Friday 8 DEC	AM Formative Assessment in PE PM Teaching gymnastics with a focus of formative assessment Teaching volleyball with a focus on formative assessment	Formative assessment in PE	<ul style="list-style-type: none"> • Discuss and reflect upon the use of formative assessment within PE lessons. • Discuss how to use peer assessment impactfully within PE lessons. • Plan opportunities to grade pupils at the end of units of work and compare marks with expert colleagues.
Friday 15 DEC	AM Reflective practice in PE PM Micro teaching 2	Reflective practice	<ul style="list-style-type: none"> • Reflect on your placement so far. Focus on areas of strength and areas for development. This should help clarify your focus as you move into to your alternative placement.

In Phase 2b, trainee teachers go to their alternate placement with no centre-based Curriculum but with continued support from their Liaison Tutor. The Phase 2b mentor guide will be accessible Section B www.itt-placement.com website.

6 questions to ask when observing a PE lesson

	Question	Additional Information
1.	Do the activities give ample opportunity for pupils to develop motor competence, with the appropriate level of challenge?	<p><i>Motor competence: a person's ability to execute a variety of movements required to perform in sport and physical activity.</i></p> <p><i>Pupils may use the STEP model to adapt the practice design to increase or decrease challenge for pupils:</i></p> <p><i>Space - modify by increasing or decreasing the area or obstacles/distractions within it.</i></p> <p><i>Task – modify the difficulty of the task and skills required.</i></p> <p><i>Equipment – modify the purpose, type and use of equipment.</i></p> <p><i>People – modify the groupings or opposition.</i></p>
2	Are there opportunities for pupils to learn about rules, strategies and tactics involved in the sport or physical activity?	<p><i>Rules tactics and strategy: Knowledge of the conventions of participation in different sports and physical activities.</i></p> <p><i>This may be as a performer or coach, official, umpire or referee.</i></p>
3	Are pupils physically active for sustained periods of time?	<p><i>Pupils should be physically active for between 50-80% of the learning time.</i></p> <p><i>Time spent changing into appropriate kit and setting up, or transitioning between, activities should be minimised. Time where pupils are static and listening to instructions should be minimised, where possible.</i></p> <p><i>Pupils should have ample opportunity to develop fitness levels and physically practice motor competencies relevant to the lesson.</i></p>
4	Does secure subject knowledge ensure that information presented to pupils is relevant and accurate.	<p><i>Could be evidenced when:</i></p> <p><i>Providing demonstrations and verbal explanations of techniques to pupils.</i></p> <p><i>Providing feedback to pupils during activities.</i></p> <p><i>Using resources, such as reciprocal teaching cards.</i></p>
5	Are there opportunities for pupils to develop their subject specific vocabulary?	<p><i>Subject specific vocabulary includes:</i></p> <p><i>Terminology that refers to techniques in specific sports (such as a 'smash shot " or "drop shot' in badminton).</i></p> <p><i>Terminology linked to an engagement in a variety of types of sport or physical activity (such as 'aerobic' or 'anaerobic' activity).</i></p> <p><i>Terminology that refers to rules, tactics and strategies (such as a 'counter attacking' or 'playing between the lines' in football).</i></p>
6	Are there opportunities to develop leadership, resilience, character and help embed values?	<p><i>The teacher may actively plan, or make use of teachable moments, in order to promote and develop key values. For example:</i></p> <p><i>Leadership - pupils may lead parts of the lesson or are given responsibilities, such as captaincy or coaching roles.</i></p> <p><i>Collaboration – pupils are given opportunities to work together to strategize, problem solve or provide feedback to improve performance.</i></p> <p><i>Respect – though group work or competing against the opponent, pupils might be encouraged to appreciate other abilities, views and opinions.</i></p>

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Potential PE Specific Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Identify and make explicit the key techniques/skills/strategies/tactics you want pupils to develop within the lesson.
Ensure the practice design is realistic which helps pupils transfer techniques/skills/strategies/tactics into game situations.
Give pupils appropriate practice time and repetition to increase their fluency and consistency when developing and refining techniques/skills.
Reduce the time in which pupils are physically inactive within the lesson.
Model confident use of appropriate specialist vocabulary.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan in opportunities for pupils to retrieve information regarding the key teaching points for specific techniques/skills/strategies/tactics within a chosen sport.
Ensure feedback is provided so pupils know and understand how they can improve their physical performance.
Use observational skills to assess current physical performance levels and adapt teaching appropriately.
Use questioning with a cross section of the class to assess pupils' declarative knowledge and provide immediate feedback to reduce misconceptions.
Provide pupils with ample opportunities to demonstrate their procedural (knowing how) knowledge through physical means.
Where peer assessment is utilised, ensure pupils are able to use a clear set of criteria by which to accurately assess techniques/skills/strategies/tactics of their peers.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps for further development
Develop subject knowledge in (insert chosen sport or physical activity) so that you can provide clear direction/step by step instruction/practice/feedback.
Provide pupils with accurate models of the technique, or skill in question, so pupils can imitate, compare and refine their actions.
Develop subject knowledge in (insert chosen sport or physical activity) so that you can identify misconceptions and adapt teaching accordingly.
Ensure you utilise the STEP principle, where required, to provide appropriate challenge for all pupils.