

The LJMU Mentor Guide to the curriculum in Phase 3 Physical Education



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

The Phase 3 curriculum (centre based) includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.
- Preparing for the ECT year.

School based training:

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

Expected outcomes

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in the placement experience folder and demonstrate achievement of ALL of the teachers standards (including part2).
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development profile.

In PE subject sessions:

Please see the ITE Curriculum for PE for the full programme throughout the year. In Phase 2 there was a focus on:

- Adaptive teaching in PE
- SEND and meeting individual learning needs in PE
- Formative Assessment in PE
- Reflective Practice in PE
- Subject knowledge sessions in rugby, football, kinball, dance, hockey, basketball, gymnastics and volleyball

The Phase 3a ITE PE Curriculum:

In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment and progress in the subject. We ask you to support students in exploring these further in schools.

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

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 8 Mar	<p>Metzler's Instructions Models – Peer Teaching</p> <p>Teaching swimming through a peer teaching approach.</p>	Peer Teaching in PE	<p>In your weekly mentor meeting:</p> <ul style="list-style-type: none"> Plan to use the peer model when teaching appropriate activities. In your subsequent weekly meeting reflect upon the impact of this approach on teaching and learning.
Friday 15 Mar	<p>Examination GCSE and A Level PE</p>	Examination GCSE and A Level PE	<p>In your weekly mentor meeting:</p> <ul style="list-style-type: none"> Analyse the GCSE and A level units and schemes of work and how they meet the course specifications. Plan to mark and review GCSE and A level class work, exams and/or coursework.
Friday 22 Mar	<p>Medium- and long-term planning in PE</p> <p>Developing subject knowledge in gymnastics and badminton</p>	Medium- and long-term planning in PE	<p>In your weekly mentor meeting:</p> <ul style="list-style-type: none"> Discuss how the PE Department plan in the mid to long term and the factors that impact this. Discuss how the sequencing of lessons enables the effective development of skills and knowledge in PE.
Friday 19 April	<p>Developing subject knowledge in athletics (long jump and high jump) and tennis</p>	Developing subject knowledge in tennis and athletics	<p>In your weekly mentor meeting:</p> <ul style="list-style-type: none"> Read and discuss upcoming summer term units and schemes of work in tennis, cricket, rounders, softball and athletics etc. Identify areas of strength and weakness within your summer term related subject knowledge and practical ways in which to address this e.g., outside reading, observing expert colleagues and attending NGB coaching courses.

Friday 26 April	Developing subject knowledge in athletics (track, field and jumps)	Developing subject knowledge in athletics.	<ul style="list-style-type: none"> Identify areas of strength and weakness within your athletics subject knowledge (breaking down events into track, field and throws) and practical ways in which to address this e.g., outside reading, observing expert colleagues and attending NGB coaching courses
Friday 3 May	AM Sport Education Model – theoretical underpinnings PM Sport Education Model in practice	The Sport Education Model and student leadership in PE	<p>In your weekly mentor meeting:</p> <ul style="list-style-type: none"> Discuss with your subject mentor whether the Sport Education Model is used at your current school. If so, observe experienced colleagues teaching using this method of a series of lesson across KS3 and KS4. What are the outcomes that this approach helps achieve? How does the teacher ensure the pupils can effectively adopt a number of different roles within the lesson? If the Sport Education Model is not currently utilised. Discuss with your subject mentor which year group, classes and activity it would be best used with and plan a series of lessons.

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</i></p>

		<p><i>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>

Potential PE Specific Targets on Lesson Analysis Forms.

<p>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:</p>
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.

<p>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</p>
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.