

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – PE Guidance:

We want student teachers to take responsibility for the start of PE lessons, welcoming pupils, establishing expectations for changing, movement to the activity area and ensuring pupils are ready to learn. Student teachers should lead pupils in an appropriate starter activity or warm-up task, ensuring pupils are engaged and understand what is expected. Student teachers should give clear signals for attention through a countdown or protocol in line with school policy, manage low-level disruption and reinforce expectations in line with school behaviour policies.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – PE Guidance:

We want student teachers to develop confidence in modelling and explaining PE knowledge, processes and skills. This may build from ITAP 1 by student teachers taking responsibility for the start of the lesson before delivering a teacher-led element focused on modelling and/or explaining a specific skill, concept or tactical understanding. Student teachers should collaboratively plan this element with mentors and/or class teachers, considering how complex skills or concepts can be broken down into manageable stages. This may involve demonstrating one aspect of a skill before building towards the complete movement or performance and will use clear explanations and effectively communicate key teaching points. Student teachers should then practise the ‘hand-over’ from teacher explanation to pupil activity by providing clear instructions, organising pupils effectively and gradually transferring responsibility to pupils as they practise and apply their learning.

ITAP 3 – How do I ask and respond to questions in my subject to check understanding?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – PE Guidance:

- We want student teachers to develop confidence in using questioning to check pupil understanding and support learning in PE. Student teachers should consider how questioning can be used before, during and after practical activity to assess pupils' understanding of skills, concepts and decision-making.
- For example, when teaching a badminton overhead clear shot, a student teacher may model the skill and use questions to check pupils' understanding of preparation, contact point and follow-through, while also exploring the tactical reasons for using the skill in different situations. During practice, student teachers could circulate and use open questions to challenge pupils, encourage problem solving and develop decision-making during gameplay. Following the activity, think/pair/share questioning could be used to help pupils consolidate and verbalise their learning, while allowing teachers to check understanding. Throughout, questions should be targeted, purposeful, rigorous and provide pupils with sufficient thinking time.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 – PE Guidance:

We want student teachers to develop confidence in using subject-specific pedagogies to support learning in PE. This ITAP will focus on games-based approaches, particularly Teaching Games for Understanding (TGfU), where student teachers should aim to develop pupils' tactical awareness, decision-making and skill execution through modified game forms. Games may incorporate invasion games, net/wall games, target games or striking/fielding games. Student teachers plan and deliver a games-based activity, using an appropriate game form, to create meaningful learning opportunities for pupils, using questioning and constraints to help pupils recognise tactical problems, develop decision-making and apply appropriate skills in context.