Physical Education Subject Audit 2022-23  
Secondary Subject-Knowledge Development

 **Self-Audit** **page 2**Complete the following audit of your skills and understanding in this  
subject area. Rate yourself against each criterion by colour-coding the  
relevant box (None, Expected, Expected +, Good or Excellent):

**g 4 None** No knowledge /confidence in this area and/or no experience.   
**(only grade yourself grey if you have no experience  
whatsoever of a particular aspect)**

**g 3 Expected** Some knowledge in this area and/or limited experience and  
in need of further development

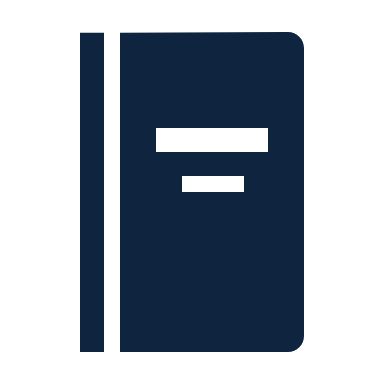
**g 2.5 Expected+** Developing knowledge / growing experience in this area

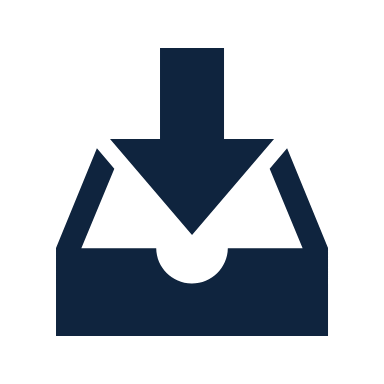
**g 2 Good** Good knowledge in this area and /or some experience

**g 1 Excellent** Totally confident in my knowledge of this area and/or lots  
of experience

The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan  
**NB:** In addition to the content of this audit there will be specific content that will need to be known prior to the teaching of specific qualifications. This audit is **not** exhaustive and there will be specific skills and capabilities that will need to be addressed in addition to this.

**Subject Knowledge Development**

 **SK Days Compulsory Reading**  **page 9**This is the list of reading to complete before and after each Subject Knowledge Day. Reflect on  
the reading as part of the weekly Academic Reading Reflection in your Reflective Journal.

 **SK Development Task Bank** **page 10**Once you have completed the Baseline self-assessment, please select and complete one of the tasks from the Subject Knowledge Development Task Bank.As you review your knowledge each term, continue identifying and completing relevant tasks from the Task Bank.

 **Evidence of SK Development** **page 23**Keep a record of your Subject-Knowledge Development in the evidence summary. This will be signed off by your mentor and SK tutor.

**Appendix**

**Appendix A: SK in the Carter Review and the ITT CCF**  **page 24**

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| **Subject Area:** | | **Physical Education** | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject Knowledge & Understanding** | | | | | | |
| SK.1 | Athletics – track events | |  |  |  |  |
| SK.2 | Athletics – throwing events | |  |  |  |  |
| SK.3 | Athletics – jumping events | |  |  |  |  |
| SK.4 | Dance/Aerobics | |  |  |  |  |
| SK.5 | Gymnastics – floor work | |  |  |  |  |
| SK.6 | Gymnastics – apparatus work | |  |  |  |  |
| SK.7 | Gymnastics - trampolining | |  |  |  |  |
| SK.8 | Health Related Fitness | |  |  |  |  |
| SK.9 | Team and Individual Games - Dodgeball | |  |  |  |  |
| SK.10 | Football | |  |  |  |  |
| SK.11 | Handball | |  |  |  |  |
| SK.12 | Hockey | |  |  |  |  |
| SK.13 | Kinball | |  |  |  |  |
| SK.14 | Netball | |  |  |  |  |
| SK.15 | Rugby | |  |  |  |  |
| SK.16 | Net/Wall – Badminton | |  |  |  |  |
| SK.17 | Tennis | |  |  |  |  |
| SK.18 | Table Tennis | |  |  |  |  |
| SK.19 | Squash | |  |  |  |  |
| SK.20 | Volleyball | |  |  |  |  |
| SK.21 | Striking/ Fielding - Cricket | |  |  |  |  |
| SK.22 | Rounders | |  |  |  |  |
| SK.23 | Softball | |  |  |  |  |
| SK.24 | Outdoor and Adventurous Activities - Orienteering | |  |  |  |  |
| SK.25 | Rock Climbing | |  |  |  |  |
| SK.26 | Watersports – canoeing/kayaking/sailing/windsurfing | |  |  |  |  |
| SK.27 | Sports Leadership | |  |  |  |  |
| SK.28 | Swimming | |  |  |  |  |
| SK.29 | First Aid | |  |  |  |  |
| SK.30 | GCSE PE syllabus | |  |  |  |  |
| SK.31 | Cambridge National Sport Studies syllabus | |  |  |  |  |
| SK.32 | BTEC First in Sport syllabus | |  |  |  |  |
| SK.33 | A Level PE syllabus | |  |  |  |  |
| SK.34 | Cambridge Technical in Sport and Physical Activity syllabus | |  |  |  |  |
| SK.35 | BTEC National in Sport syllabus | |  |  |  |  |
| SK.36 | Assessment in PE | |  |  |  |  |
| SK.37 | ICT in PE | |  |  |  |  |
| SK.38 | Organising out of school activities | |  |  |  |  |
| SK.39 | Residential trips either at home or abroad | |  |  |  |  |
| SK.40 | Organising a major sporting event | |  |  |  |  |
| SK.41 | Knowledge of outside agencies | |  |  |  |  |
| SK.42 | Knowledge of equipment/kit suppliers | |  |  |  |  |
| SK.43 | Maintenance and upkeep of equipment | |  |  |  |  |
| SK.44 | Understanding of the key teaching skills required for a PE lesson? | |  |  |  |  |

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| **Subject Area:** | | **Physical Education** | **Baseline** | | | **Autumn** | | **Spring** | **Summer** | |
| **Subject-Specific Pedagogy** | | | | | | | | | | |
| **Knowledge of Subject Specific Pedagogy** | | | | | | | | | | |
| SSP.1 | Understanding the importance for a PE department to have a clear curriculum intent | |  | |  | |  | | |  |
| SSP.2 | How to ensure precise and correct use of subject-specific language | |  | |  | |  | | |  |
| SSP.3 | How to lead a class discussion around key PE concepts | |  | |  | |  | | |  |
| SSP.4 | How to build on prior knowledge, encouraging students to make links and connections | |  | |  | |  | | |  |
| SSP.5 | How to break down complex PE content/skills/tasks into smaller steps | |  | |  | |  | | |  |
| SSP.6 | How to sequence a PE lesson / series of lessons to move from foundational knowledge to more complex content? | |  | |  | |  | | |  |
| SSP.7 | How to anticipate and address misconceptions in PE / How to answer students’ questions | |  | |  | |  | | |  |
| SSP.8 | How to scaffold PE activities to make new knowledge more accessible / How to differentiate complex topics to higher and lower-ability students | |  | |  | |  | | |  |
| SSP.9 | How to present, model, give examples / clear explanations for and clarify key PE concepts | |  | |  | |  | | |  |
| SSP.10 | How to advise a group or individual on how to improve their skill level in your subject | |  | |  | |  | | |  |
| SSP.11 | How to extend 'general knowledge' about subject, including cross-curricular links historical and multi-cultural aspects | |  | |  | |  | | |  |
| **Knowledge of Subject Assessment & Development** | | | | | | | | | | |
| SAD.1 | How confident would you be in assessing students’ knowledge and understanding of PE? | |  | |  | |  | | |  |
| SAD.2 | How confident would you be in assessing students’ skill development in PE? | |  | |  | |  | | |  |
| SAD.3 | How confident are you in deploying formative assessment strategies linked to lesson objectives during lessons (incl. hinge questions to pinpoint knowledge gaps, self and peer-assessment, etc.)? | |  | |  | |  | | |  |
| SAD.4 | How confident would you be to write a PE summative assessment on a topic chosen by the subject mentor, choosing, where possible, externally validated materials? | |  | |  | |  | | |  |
| SAD.5 | How confident are you in using data (assessment, homework, etc.) to inform your planning? | |  | |  | |  | | |  |
| SAD.6 | How confident are you in using data to set appropriate targets? | |  | |  | |  | | |  |
| SAD.7 | How confident are you in planning for progression (short, medium and long-term)? | |  | |  | |  | | |  |
| SAD.8 | Some schools teach PE in mixed ability groups. How confident are you that you can involve every pupil in the learning process? | |  | |  | |  | | |  |
| SAD.9 | How confident are you in checking prior knowledge to identify knowledge gaps and misconceptions? | |  | |  | |  | | |  |
| SAD.10 | How confident are you in drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments to inform future planning? | |  | |  | |  | | |  |
| SAD.11 | How confident are you in assessing written answers to questions and identifying ways of improving the answer given through high-quality feedback and specific actions? | |  | |  | |  | | |  |
| SAD.12 | How confident are you in making marking manageable and effective? (incl. use of verbal feedback, whole-class feedback, abbreviations, codes, peer-self-assessment, error highlighting, etc.) | |  | |  | |  | | |  |
| SAD.13 | How secure is your knowledge of the PE A-Level Content and Assessment Objectives? | |  | |  | |  | | |  |
| SAD.14 | How secure is your knowledge of the PE GCSE Content and Assessment Objectives? | |  | |  | |  | | |  |
| SAD.15 | How would you rate your understanding of the 9-1 grades in PE? | |  | |  | |  | | |  |
| SAD.16 | How confident would you be in assessing students’ soft skills such as resilience, teamwork, empathy, fairness and collaboration in your subject? | |  | |  | |  | | |  |
| SAD.4 | How confident would you be in assessing students’ knowledge and understanding of how to improve their own health and well-being through sport and physical activity? | |  | |  | |  | | |  |
| **Child & Adolescent Development within your Subject** | | | | | | | | | | |
| CAD.1 | How do you feel about creating effective learning environments? | | |  |  | |  | | |  |
| CAD.2 | How do you feel about securing all pupils’ motivation and concentration? | | |  |  | |  | | |  |
| CAD.3 | How confident are you creating challenging learning opportunities and promoting high aspirations for all learners, especially those from a disadvantaged background? | | |  |  | |  | | |  |
| CAD.4 | How confident are you implementing effective strategies to engage students with behavioural, mental health or SEN within PE? | | |  |  | |  | | |  |
| CAD.5 | How confident are you working with pupils who may be disaffected in PE lessons and raising their level of engagement and motivation? | | |  |  | |  | | |  |
| CAD.6 | How confident are you building pupils’ confidence to attempt more complex tasks / multi-step problems. | | |  |  | |  | | |  |
| CAD.7 | How confident are you at creating competitive and celebratory opportunities for students in your subject? | | |  |  | |  | | |  |
| CAD.8 | How confident are you supporting out-of-classroom PE learning (e.g. through your extra-curricular involvement) to increase participation in your subject and contribute to the holistic development of your students? | | |  |  | |  | | |  |
| CAD.9 | How confident are you promoting effective behaviour for learning from students? | | |  |  | |  | | |  |
| CAD.10 | How confident are you engaging parents in your students’ learning? | | |  |  | |  | | |  |
| CAD.11 | How confident are you at using the school website and social media, in line with the school policy, to raise the profile of sport and physical activity? | | |  |  | |  | | |  |
| **Professional Skills (Literacy & Numeracy)** | | | | | | | | | | |
| PS.1 | Own literacy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | |  | | |  | |  |  | |
| PS.2 | Ability to support the development of students’ literacy within PE. | |  | | |  | |  |  | |
| PS.3 | Own numeracy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | |  | | |  | |  |  | |
| PS.4 | Ability to support the development of students’ numeracy within PE. | |  | | |  | |  |  | |
| **Effective Use of ICT** | | | | | | | | | | |
| ICT.1 | Word | |  | | |  | |  |  | |
| ICT.2 | Excel | |  | | |  | |  |  | |
| ICT.3 | PowerPoint | |  | | |  | |  |  | |
| ICT.4 | Interactive Whiteboard | |  | | |  | |  |  | |
| ICT.5 | School’s Online Learning Platform (Teams, Google Classroom, SharePoint, etc.) | |  | | |  | |  |  | |
| ICT.6 | School’s Systems (SIMS, CPOMS, Class Charts, etc.) | |  | | |  | |  |  | |
| ICT.7 | Understanding of e-Safety and how to support it | |  | | |  | |  |  | |
| ICT.8 | How to use ICT in the classroom to raise engagement and support the individual? | |  | | |  | |  |  | |
| ICT.9 | How to use ICT and online resources to help manage your workload? | |  | | |  | |  |  | |
| ICT.10 | How to deliver an effective remote lesson / blended lesson? | |  | | |  | |  |  | |

SK Development  
Subject Knowledge Day Compulsory Reading

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| **SK Day 1** |  | **Physical education programmes of study: key stages 3 and 4**, DfE, 2013 □  *A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf> |  | **AQA Glossaries** □□  *GCSE Command Words*  **\***<https://filestore.aqa.org.uk/resources/pe/AQA-8582-COMMANDWORDS.PDF>  *GCSE Subject-Specific Vocabulary*  **\***<https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>  *AS and A-Level Command Words*  <https://www.aqa.org.uk/resources/physical-education-and-sport/as-and-a-level/physical-education/teach/command-words>  *AS and A-Level Subject-Specific Vocabulary*  https://www.aqa.org.uk/resources/physical-education-and-sport/as-and-a-level/physical-education/teach/subject-specific-vocabulary |
| **SK Day 2** |  | **Physical Education GCSE subject content**, DfE, 2015 □□  *The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives, it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/397567/GCSE__subject_content_for_PE.pdf> |  | **Physical Education GCE AS and A level subject content**, DfE, 2015 □□  *The AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in physical education to ensure progression from key stage 4 and the possibility of development on to further study. It provides the framework within which awarding organisations create the detail of the subject specification. GCE specifications in physical education must reflect the subject aims and objectives.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/397578/GCE_AS_and_A_level_subject_content_for_PE.pdf> |
| **SK Day 3** |  | **Including students with SEN and/or disabilities in secondary physical education**, TDA, 2009 □  *This booklet gives tutors and trainees information about subject-specific issues in the physical education curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive physical education lessons.*  https://dera.ioe.ac.uk/13805/1/physicaleducationpe.pdf |  | **Access and engagement in physical education Teaching pupils for whom English is an additional language**, Department for Education and Skills, 2002 □  *The guidance is in two parts. Sections 1 to 4 are intended for subject leaders of physical education (PE) and ethnic minority achievement (EMA) in secondary schools. These sections are designed to support a departmental meeting focused on reviewing the attainment of pupils learning English as an additional language (EAL), and should be read in conjunction with the later sections. Sections 5 to 8 are for all PE teachers and their EMA colleagues. They aim to help teachers support pupils learning EAL in the classroom, particularly those working at levels 3 to 4 and who have been learning in English for a minimum of two years, in order to raise their attainment in PE lessons.*  http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec\_pe\_eal\_access\_engag.pdf |
| **SK Day 4** |  | **Reading set by the SK Tutor**  Record details of the reading set below: |  | **Reading set by the SK Tutor**  Record details of the reading set below: |

SK Development  
Task Bank

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| **Subject Area:** | Physical Education | **Knowledge and Understanding  Development Tasks** |

**Task 1: Physical Education Experience**

Complete the following reflections:

**1.1.** Do you currently, or have you ever played in a team sport since leaving school?

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**1.2.** What is your experience/ level of performance in your chosen sport?

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**1.3.** Using bullet points, list the skills you think are required to be an effective PE teacher.

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**1.4.** What experience have you had working with children involved in sport and/or physical activity?

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**1.5.** What advantages are there providing physical education opportunities in a school?

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Knowledge and Understanding  Development Tasks** |

**Task 2: Subject Knowledge of NC Aims**

The physical education curriculum aims to ensure that all pupils:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lifestyles

Structured and developmental schemes of work provide for progression, challenge and a sense of achievement. The sympathetic selection of learning experiences appropriate to pupils’ experience, ability and maturity aims to support all pupils in the **development of physical competence allowing them to excel in a broad range of physical activities**. Pupils should be **physically active for sustained periods of time** including **engagement in competitive sports and activities**.

The development of tolerance, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Through active participation in a variety of roles within the activities experienced, pupils will be encouraged to analyse and evaluate their own and others’ strengths and weaknesses, and respond appropriately to the needs of individuals and groups.

It is intended that the programmes offered, will develop those skills and attitudes conducive to lead **healthy and active lives.**

**2.1.** Using the National Curriculum breadth of study areas, **Team and Individual Games, Other Competitive Sports e.g** **Athletics/Gymnastics, Dance, and** **Outdoor and Adventurous Activities,** identify from your school placement, which activities and Key Stages are taught.

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**2.2.** Using the department’s schemes of work and the statements **in bold** above, consider which are provided for and list examples of how they can be translated into a practical learning context.

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**2.3.** Consider whether the department’s present curriculum policy statement and aims address all key elements of the NC requirements. Suggest any improvements that could be made.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 3: Observing lessons**

During your observation period in school, write a short reflection on each of the following. Repeat this exercise for each different teacher and class you observe so comparisons can be made.

**3.1.** What is your first impression of the children?

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**3.2.** What is the relationship between the teacher and his/her class?

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**3.3.** What types of teaching styles are being used and are they effective?

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**3.4.** What learning styles are being addressed and can you tell which children respond to them?

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**3.5.** What do you notice about the structure of the lesson?

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 4: Teaching Skill Acquisition**

During your time in school, you will be involved in teaching the class a new skill.

* State what the skill is and break it down in the order you would teach it along with appropriate practices.
* List any difficulties you may have experienced and how you would overcome them in future.
* Ask your subject mentor to observe you doing this task and ask for feedback. Note down any relevant observations.

**4.1.** What was your chosen skill to be taught?

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**4.2.** Where did this skill fit in with the pupils’ prior learning/PoS?

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**4.3.** What teaching style did you use?

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**4.4.** What learning styles did you address and how successful were they?

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**4.5.** What changes would you make to the same lesson in the future and why?

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 5: Applying Safety**

Health and Safety in PE is essential in each and every lesson. When observing lessons make a note of the following:

**5.1.** How well do pupils follow instructions?

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**5.2.** Are the pupils made aware of and do they recognise hazards?

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**5.3.** Are safety and potential hazards planned for within the department (Risk Assessments)?

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**5.4.** Do the children use the equipment appropriately and do they know how to lift and carry heavy items correctly?

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**5.5.** Do the children know the procedures of warning and/helping others, what to do in the case of an accident?

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 6: Applying Health & Fitness**

Leading a healthy active lifestyle is an integral part of the PE National Curriculum requirement. Reflect on the following practices you observe in your main school and compare with your second school placement.

**6.1.** How well informed are pupils about the need to be fit and healthy?

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**6.2.** Are the children physically active for sustained periods of time during lessons?

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**6.3.** Do they know how the body reacts to exercise in the short and long term?

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**6.4.** Do they know the names and location of the major muscles/bones in the body?

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**6.5.** Do the children know the importance of an active and healthy lifestyle?

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 6: Risk Assessments in PE**

During your placement you will be involved in extra-curricular activities that will require a risk assessment.

* Familiarise yourself with whole school policy on risk assessment.
* List the departmental risk assessment procedures in the box below and update it as the year progresses.
* Compare these procedures with those used in your second placement.

**6.1.** Risk Assessment School Policy details

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**6.2.** Departmental Risk Assessment policy and procedures.

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**6.3.** Second School Placement Risk Assessment procedures.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 7: Teaching Examination/Vocational PE**

You will be required to observe or teach GCSE, Cambridge National, BTEC and A Level at some time during your training. It would be very useful for you to do some research in advance to find out the following information during your initial visits.

**7.1.** Identify the exam board and websites used.

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**7.2.** Download a current syllabus and note any relevant observations.

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**7.3.** Download past papers and mark schemes. Record your results when you have completed one.

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**7.4.** Research which text books, revision guides, websites and ICT software are available.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 8: Assessment in PE**

Discuss with your mentor how PE is assessed in Key Stage 3.

Find suitable examples of criteria that would, or could, be used to demonstrate success in a pupil’s performance.

Make notes about your discussion here.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 9: Lesson Planning**

Planning your lessons will involve a huge amount of your time throughout your training so it is essential your files be very well organised from the outset.

Discuss with your subject mentor the lesson plans used in the department and establish:

* the structure of learning
* class management
* assessment for learning
* reflection/evaluation

Make notes about your discussion here.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 10: Lesson Management**

Good teaching starts with good planning and preparation, with class management being a major part of your success as a teacher.

During your observations of colleagues teaching different activities, note the various ways of class management, but particularly note the following:

* whole class teaching
* small groups
* pair work
* individuals

Which way is the most effective? Make notes here to help you in the future.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 11: Subject Specific Pedagogy**

From your observations of colleagues, consider how you would deliver a lesson to complete beginners in Year 7. Choose an example from each of the main National Curriculum areas listed: Team/Individual Games, Other Competitive Sports (e.g Athletics/Gymnastics), Outdoor and Adventurous Activities, Dance

Discuss your finished task with your Subject Mentor.

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Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

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| **Subject Area:** | Physical Education | **Subject-Specific Pedagogy  Development Tasks** |

**Task 12: Independent Research**

Research the following

|  |  |
| --- | --- |
|  | Notes |
| 12.1. The National Curriculum for Physical Education |  |
| 12.2. Assessment in Physical Education |  |
| 12.3. Association for Physical Education (AfPE) |  |
| 12.4. Youth Sport Trust |  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

Evidence of SK Development  
Secondary Subject-Knowledge Development

**What work have you done to develop your subject knowledge?**Evidence what you did to improve your subject knowledge in the boxes below.

|  |  |  |
| --- | --- | --- |
| **Term 1** | September/ October | November/ December |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Term 2** | January/ February | March/ April |
|  |  |

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| **Term 3** | May/ June | June/ July |
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Notes:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mentor) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainer) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Guidance Notes & Definitions  
Appendix A

**Subject Knowledge Development**

*Evidence suggests that a high level of subject expertise is a characteristic of good teaching (Sadler and others, 2013 and Hill and others, 2005)*.

The Carter Review of ITT (2014) believes that though many ITT entrants will begin their courses with sound subject knowledge, ITT must nevertheless systematically address gaps and misconceptions in core subject knowledge. They have found that in some cases, there can be a perception, often from trainees themselves, that they begin ITT with all of the content knowledge they will need and that ITT only needs to teach new teachers how to translate that knowledge effectively. For example, evaluations from subject knowledge enhancement courses show trainees begin courses believing they have a reasonable level of subject knowledge in their subject of study, but after the course recognise that they over-estimated their levels of understanding of their subject (Department for Education (DfE), 2013).

Addressing subject knowledge systematically is important across all subjects. For secondary teachers a degree will form an important basis but not a guarantee of good subject knowledge across the breadth of the national curriculum in their subject.

They have found that these challenges mean it is important for subject knowledge to be treated as a priority in ITT. They consider the following practices as characteristics of effective teaching to address subject knowledge development:

n **Subject knowledge development should be addressed systematically**, through a process of auditing and tracking with specific on-going input to address subject knowledge gaps. There is a range of online tools provided by subject associations as well as subject knowledge specifications that can support this process.

n **Subject knowledge development in ITT should be sharply focused on “subject knowledge for teaching”**; it should focus on the content knowledge and concepts required to deliver the national curriculum and exam syllabi where relevant, ensuring that content reflects any changes to these. Emphasis should also be put on exploration of the importance of the subject and why it matters to the learner now and in the future.

n **Trainees need access to high-quality subject expertise** – making systematic use of subject expertise in schools (such as Specialist Leaders in Education (SLEs)), and cross-phase expertise in some cases.

The Teachers’ Standards require trainees to demonstrate good subject knowledge. Subject knowledge is an area that all teachers must continue to review and develop throughout their career. As such, ITT providers should instil an expectation and appetite for on-going development of subject knowledge beyond ITT and throughout a teacher’s career. Directing trainees towards subject communities and networks, as well as resources from subject associations, is a helpful way of supporting this.

**Subject-Specific Pedagogy**

*There is evidence to suggest that teachers who understand how pupils think about subjects, including their common misconceptions, are more likely to have a positive impact on pupil outcomes (Sadler and others, 2013 and Hill and others, 2005).*

The Carter Review of ITT (2014) believe that ITT programmes should address subject-specific issues, including phases of progression within the subject, linkages between subjects as well as common misconceptions and how to address them, as well as develop confidence in practical issues relating to their subject (for example, experiments in science and use of equipment in Design and Technology).

Providers and schools have also told us that it is important that both trainers and mentors have a strong grasp of subject-specific pedagogy. This relates to the issues above about trainees having access to sufficient subject expertise.

**Subject Knowledge in the ITT Core Content Framework**

n **Trainees must learn that…**

* Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge.
* Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.

n **Trainees must learn how to…**

* Identify essential concepts, knowledge, skills and principles of the subject.
* Ensure pupils’ thinking is focused on key ideas within the subject.
* Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
* Use resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
* Extend subject and pedagogic knowledge as part of the lesson preparation process.