**Delegate Assessment Guide**

Level 5 Certificate in Primary School Physical Education Specialism

Level 6 Award in Primary School Physical Education Subject Leadership

Delegate name:

Tutor/Assessor name: Ian Roberts

PLC name: Cambridgeshire PE Advisory Service



**Introduction**

Welcome to the Delegate Assessment Guide for the Level 5 Certificate in Primary School Physical Education Specialism and the Level 6 Award in Primary School Physical Education (PE) Subject Leadership.

The **Level 5 Certificate in Primary School Physical Education Specialism** is a recognised qualification that aims to upskill delegates to be able to improve the overall delivery of the PE curriculum within a primary school. On successful completion of this qualification, you will be able to assist in raising the standards within primary school PE teaching and learning.

The **Level 6 Award in Primary School Physical Education Subject Leadership** is a recognised qualification for those with qualified teacher status (QTS) that aims to upskill primary teachers, to be able to lead the subject including the overall delivery of the primary school PE curriculum. On successful completion of this qualification, you will be able to undertake subject leadership within primary school physical education, leading, teaching and delivering a sustainable high quality primary school PE experience for primary aged pupils. In addition, you will be expected to demonstrate that you can upskill other teachers in this curriculum area.

The Level 5 Certificate in Primary School Physical Education Specialism is a pre-requisite for the Level 6 Award in Primary School Physical Education Subject Leadership.

There is a certain amount of written work and discussions associated with the assessment for this course, but the course should also be delivered in as practical a way as possible.

**How to use this Delegate Assessment Guide**

This guide gives you a comprehensive outline of the tasks that delegates are required to complete and be assessed against to meet the Assessment Criteria of both the Level 5 Certificate in Primary School Physical Education Specialism and the Level 6 Award in Primary School Physical Education Subject Leadership.

Many of the Delegate Assessment Tasks in this guide are directly linked to the tasks that a Professional Learning Centre will deliver as part of the tutor contact sessions. It may be possible for delegates to be assessed during the delivery of the course. Assessment records will need to be kept by the Tutor/Assessor(s) and the delegate is required to keep evidence of the tasks completed to fulfil the requirements of the tasks in the Delegate Assessment Guide.

**Successfully completing the course**

If, by the end of the PE specialism aspects of the course, you have shown that you can meet all the Assessment Criteria for each unit of the Level 5 Certificate in Primary School Physical Education Specialism qualification you will have successfully passed the course and will be awarded the Level 5 qualification.

If you are eligible to progress onto and complete the PE subject leadership aspect of the course, you must show that you can meet all the Assessment Criteria for the Level 6 Award in Primary School Physical Education Subject Leadership you will then be awarded the Level 6 qualification.

If you have not met these requirements by the end of the course, your Tutor/Assessor(s) may be able to give you further opportunities to continue your learning and you may successfully pass the course at some stage in the future. These opportunities will only be made available for up to three years after you first started the course.

**Appeals procedure**

If you have any queries regarding an assessment decision speak to your Tutor/Assessor(s) about it. However, if this does not resolve the issue then contact Sports Leaders UK who will investigate further. If the concern is still not resolved then please follow the process as outlined in our Appeals Policy.

**Independent Assessor role**

The role of the IndependentAssessor (IA) is vital in your development and progress throughout these qualifications. This person is likely to be the Headteacher or member of the Senior Leadership Team within your school. They have responsibility for two significant requirements for the successful completion of the qualifications:

* At Level 5 the IA will observe you delivering PE
* At Level 6 the IA will conduct an interview with you

Copies of the IndependentAssessor forms for these tasks can be found in the Appendix of this document.

**Qualification overview**

**Level 5 Certificate in Primary School Physical Education Specialism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit title and outline** | **GL** | **DS** | **TQT** | **Credits** |
| **Unit 1** – Developing own ability as a primary school physical education specialist | 5 | 5 | 10 |  |
| Task for Unit 1 | Task 1 – Implement a personal development plan to improve abilities as a primary school physical education specialist |
| **Unit 2** – Understanding primary school physical education | 8 | 8 | 16 |
| Tasks for Unit 2 | Task 2 – The key features of the primary school PE curriculumTask 3 – Building positive attitudes towards PETask 4 – The PE programme and its impact on a primary school |
| **Unit 3** – Principles of pedagogy in primary school physical education | 8 | 8 | 16 |
| Task for Unit 3 | Task 5 – Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE |
| **Unit 4** – Planning for continuity and progression in primary school physical education | 8 | 20 | 28 |
| Task for Unit 4 | Task 6 – Create curriculum map and units of work |
| **Unit 5** – Using assessment to impact on learning and progress in primary school physical education | 8 | 25 | 33 |
| Task for Unit 5 | Task 7 – Plan, deliver and evaluate assessment strategies for a unit of work |
| **Unit 6** – Teaching primary school physical education | 8 | 35 | 43 |
| Task for Unit 6 | Task 8 - Teach, review and revise a ‘good or better’ PE unit of work |
| **Total** | **45** | **101** | **146** | **15** |

**Level 6 Award in Primary School Physical Education Subject Leadership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit title and outline** | **GL** | **DS** | **TQT** | **Credits** |
| **Unit 7** – Lead sustainable development within primary school physical education | 18 | 20 | 38 |  |
| Tasks for Unit 7 | Task 9 – Evaluating physical education provisionTask 10 – Design, lead and evaluate a target strategy for primary school PE |
| **Total** | **63**  | **121** | **184** | **18** |

Note:

GL = Guided Learning hours

DS = Direct study

TQT = Total Qualification Time (TQT = GL + DS)

**What you and your Tutor/Assessor need to complete**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task no.** | **Task title** | **Done?** | **For your Tutor/Assessor to complete** | **Done?** |
| **Level 5 Certificate in Primary School Physical Education Specialism** |
| 1 | Implement a personal development plan to improve abilities as a primary school physical education specialist |   | Sign off Task 1 |   |
| 2 | The key features of the primary school PE curriculum |   | Sign off Task 2 |   |
| 3 | Building positive attitudes towards PE |   | Sign off Task 3 |   |
| 4 | The PE programme and its impact on a primary school |   | Sign off Task 4 |   |
| 5 | Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE |   | Sign off Task 5 |   |
| 6 | Develop a curriculum map and units of work |   | Sign off Task 6 |   |
| 7 | The importance and process of assessment for learning |   | Sign off Task 7 |   |
| 8 | Teach, review and revise a ‘good or better’ PE unit of work  |   | Sign off Task 8 |   |
| Independent Assessor Observation Form complete and signed off |   |
| **Level 6 Award in Primary School Physical Education Subject Leadership** |
| 9 | Evaluating physical education provision | ✓  | Sign off Task 9 | ✓  |
| 10 | Design, lead and evaluate a targeted strategy for primary school PE | ✓  | Sign off Task 10 | ✓  |
| Independent Assessor Interview Form complete and signed off | ✓  |

|  |
| --- |
| **Delegate Authenticity Statement**  |
| **To be completed by the delegate at the end of the course and then to be signed by the Tutor/Assessor.** |
| I confirm that the work contained within this portfolio and all evidence associated with the achievement of this qualification is my own work.I confirm that the Tutor/Assessor has observed me achieve the Assessment Criteria that require demonstration.I can confirm that the Independent Assessor has observed (Level 5) and/or interviewed (Level 6) me as part of this qualification.  |
| Delegate signature |  | Date |  |
| Tutor/Assessor signature |  | Date | 01/12/19 |

**Task 1 – Implement a personal development plan to improve abilities as a primary school physical education specialist**

**Within this task the delegate must:**

1. Create, implement and manage a personal development plan to develop the abilities required to be a primary school physical education specialist. This must include:
	* An audit of own existing abilities to be a primary school physical education specialist
	* Creating a personal development plan from the findings of the audit
	* Acting on the personal development to improve own abilities
	* Reporting on progress against the personal development plan
	* Review and revise the personal development plan to ensure that ongoing development

**To be completed by the Tutor/Assessor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 1 | 1.1 Audit own abilities as a primary school physical education specialist |   |   |
| 1 | 2.1 Produce a personal development plan to develop own abilities to be a primary school physical education specialist  |   |   |
| 1 | 3.1 Develop own ability to be a primary school physical education specialist |   |   |
| 1 | 3.2 Report on own development against the personal development plan |   |   |
| 1 | 3.3 Revise own personal development plan |   |   |

Comments:

**Tutor Assessor to sign-off once Task 1 is assessed and fully achieved:**

Follow-up (if required):

|  |  |
| --- | --- |
| Tutor/Assessor signature |   |
| Date |   |

**Task 2 – The key features of the primary school PE curriculum**

**Within this task the delegate must:**

1. Describe the statutory features of a primary school PE curriculum including school sport and physical activity explaining why each is important to a primary school. This must include:
	* Why a primary school physical education curriculum is important
	* The purpose, aims and expectations of the curriculum
	* The key terms within the curriculum (to include deep learning)
	* The key skills, knowledge, concepts and behaviours expected in of pupils
	* The breadth and depth of learning and content of the curriculum across Key Stage 1 and Key Stage 2
	* The curriculum’s stated expectations of a pupil

**To be completed by the Tutor/Assessor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 2 | 1.1 Describe the purpose, aims and expectations of the primary school physical education curriculum |  |  |
| 2 | 1.2 Explain the importance of a primary school physical education curriculum |  |  |

Follow-up (if required):

Comments:

**Tutor Assessor to sign-off once Task 2 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 3 – Building positive attitudes towards PE**

**Within this task the delegate must:**

1. Examine the attitudes of pupils and staff towards PE and the relationship to teaching and learning of PE
2. Make recommendations to create/develop positive attitudes towards PE
3. Explain how the recommendations will improve the teaching and learning in PE at the school

**To be completed by the Tutor/Assessor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 2 | 2.1 Critically examine the link between attitudes towards physical education and teaching and learning in primary school physical education |  |  |
| 2 | 2.2 Explore measures which could be taken to create positive attitudes towards primary school physical education |  |  |

Follow-up (if required):

Comments:

**Tutor Assessor to sign-off once Task 3 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 4 – The PE programme and its impact on a primary school**

**Within this task the delegate must:**

1. For a given primary school create a case study report with the following:
	* Analyse the learning impact of a primary school PE intervention considering the outcomes of a primary school physical education programme:
		+ For the pupils
		+ On whole school improvement
	* Examine how recent legislative developments in PE have effected/might affect the teaching of learning of PE – within the system and in a given primary school.

**To be completed by the Tutor/Assessor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 2 | 3.1 Explain the benefits of a primary school physical education programme |  |  |
| 2 | 3.2 Analyse the learning impact of a primary school physical education programme in a given primary school |  |  |
| 2 | 4.1 Examine recent legislative developments in primary school physical education |  |  |
| 2 | 4.2 Examine how recent developments might affect the teaching of primary school physical education in a given primary school |  |  |

Follow-up (if required):

Comments:

**Tutor Assessor to sign-off once Task 4 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 5 – Develop an intervention action plan to facilitate the move from ‘good’ to ‘better’ teaching and learning in PE**

**Within this task the delegate must:**

1. Produce an intervention action plan to improve the teaching and learning in primary school PE. This must include:
	* Examine what is meant by ‘good or better’ teaching and learning in primary school PE
	* Analyse the range of teaching and learning strategies available to aid ‘good or better’ outcomes in primary school PE
	* Consider the effect of personal, school workforce and pupil attitudes and behaviours towards PE on the success of the intervention
	* Explain how ‘good or better’ teaching will result in ‘good or better’ learning in primary school PE
	* Identify key actions which will facilitate the move from ‘good’ to ‘better’ teaching and ‘good’ to ‘better’ learning in primary school PE
	* Explain how the intervention action plan will improve attitudes and behaviours towards PE

**To be completed by the Tutor/Assessor:**

Follow-up (if required):

Comments:

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 3 | 2.1 Examine teaching and learning strategies that can improve the outcomes for all children in primary school physical education |  |  |

**Tutor Assessor to sign-off once Task 5 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 6 – Develop a curriculum map and units of work**

**Within this task the delegate must:**

1. Develop a whole school PE curriculum map that demonstrates the principles of effective curriculum design
2. Develop two units of work which:
	* Meet statutory curriculum requirements
	* Use two different contexts (one context must be swimming)
	* Build on prior knowledge and achievement
	* Allows for progression and continuity of learning
	* Identifies how individual learning needs and differences in childhood growth and development will be met to allow all pupils access to learning
	* Considers the effect of personal, school workforce and pupil attitudes towards PE
	* Plan for safe practice (to include a risk assessment)
	* Explain how the unit of work will positively impact attitudes towards PE
3. Explain the importance of each of the aspects above when developing units of work

**To be completed by the Tutor/Assessor:**

Comments:



|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 3 | 1.1 Evaluate how the differences in the physical, cognitive and affective development of children impacts the teaching of primary school physical education |  |  |
| 3 | 3.1 Analyse the implications for teaching and learning of in primary school physical education |  |  |
| 4 | 1.1 Develop a curriculum map for a given primary school that allows for progression and continuity of learning in primary school physical education |  |  |
| 4 | 2.1 Develop a primary school physical education unit of work |  |  |

Follow-up (if required):

**Tutor Assessor to sign-off once Task 6 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 7 – The importance and process of assessment for learning**

**Within this task the delegate must:**

1. Analyse the principles of assessment for learning, to include:
	* The relationship between assessment criteria and curriculum content in meeting all pupils’ needs
	* Comparison between formative and summative assessment
2. Select and apply a range of assessment strategies and methods to ensure pupils’ progress
3. Evaluate assessment for learning strategies and methods used within the lessons and unit. This must include:
	* Identifying the strengths of the assessment strategies and methods employed
	* Summarising the progress made against the intended learning objectives and outcomes
	* Revising assessment strategies for future use
	* Adapting planned curriculum content for future use
	* Adapting teaching strategy for future use

**To be completed by the Tutor/Assessor:**

Follow-up (if required):

Comments:



|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 5 | 1.1 Analyse the principles of assessment for learning in primary school physical education |  |  |
| 5 | 1.2 Analyse the relationship between assessment criteria and curriculum content in meeting all pupils’ needs |  |  |
| 5 | 1.3 Critically compare the use of formative and summative assessment to ensure pupils’ progress |  |  |
| 5 | 2.1 Develop an assessment strategy to ensure pupil progress |  |  |
| 5 | 2.2 Evaluate the impact of the assessment strategy on pupil learning and progress |  |  |

**Tutor Assessor to sign-off once Task 7 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 8 – Teach, review and revise a ‘good or better’ PE unit of work**

**Within this task the delegate must:**

1. Using the curriculum map/programme and units of work plans that were created (within Task 6) as a guide, teach a series of ‘good or better’ physical education lessons in their primary school.
2. Following the delivery of the unit of work, delegates must:
	* Evaluate the units of work that have been delivered
	* Use the outcomes of the evaluation to inform the future planning of PE units of work
	* Analyse the impact on attitudes and behaviours towards PE

**To be completed by the Tutor/Assessor:**



|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 6 | 1.1 Implement strategies to manage risk in primary school physical education  |  |  |
| 6 | 2.1 Seek support from others who may be able to add value to the teaching and learning process |  |  |
| 6 | 2.2 Evaluate the impact that the support has had on the effectiveness of the teaching and learning process |  |  |
| 6 | 3.1 Apply the key characteristics of ‘good or better’ teaching when delivering primary school physical education units of work |  |  |
| 6 | 3.2 Deliver lessons which maximise the opportunities for pupils to be physically active |  |  |
| 6 | 3.3 Create opportunities for pupils to reflect on their own learning and progress |  |  |
| 6 | 3.4 Implement teaching and learning strategies which involve, motivate and engage all pupils |  |  |
| 6 | 3.5 Employ teaching and learning strategies which take into account individual learning needs |  |  |
| 6 | 4.1 Evaluate the primary school physical education units of work which have been delivered |  |  |
| 6 | 4.2 Analyse the impact on attitudes and behaviours towards primary school physical education |  |  |
| 6 | 4.3 Use the outcomes of the evaluation to inform the planning and delivery of future primary school physical education units of work |  |  |

**The Assessment Criteria will be evidenced within the Independent Assessor Observation Form. The Tutor/Assessor will need to make assessment decisions based on the information given in this form.**

**Task 8 – Teach, review and revise a ‘good or better’ PE unit of work (continued)**

Follow-up (if required):

Comments:

 **Tutor Assessor to sign-off once Task 8 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 9 – Evaluating physical education provision**

*Required for: Level 6 Award in Primary School Physical Education Subject Leadership*

**Within this task the delegate must:**

1. Explain the objectives of a PE subject leader
2. Design an audit to evaluate the quality of curriculum provision and teaching and learning in PE
3. Conduct the audit, including at least three lesson observations to assess the standard of pupil’s learning in PE.
4. Appraise the results of the audit. This must include:
	* Strengths of physical education, school sport and physical activity provision
	* Summary of the staff workforce’s current attitudes and behaviours towards PE
	* Areas for development
	* Highlighting potential limitations of the primary school environment
5. Communicate findings of the audit to relevant colleagues, senior leaders and Governors and collate feedback on suggested strategies for improvement

**To be completed by the Tutor/Assessor:**



|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 7 | 1.1 Explain the roles and responsibilities of a primary school physical education subject leader |  |  |
| 7 | 1.2 Justify the need to support good practice through the effective implementation of school policy |  |  |
| 7 | 1.3 Analyse the effect of communicating to all stakeholders the positive impact of physical education within the primary school |  |  |
| 7 | 2.1 Design an audit strategy to determine the quality of curriculum provision and teaching and learning in primary school physical education |  |  |
| 7 | 2.2 Conduct an audit to evaluate the curriculum provision and the impact on teaching and learning in primary school physical education, school sport and physical activity |  |  |
| 7 | 2.3 Appraise the results of the audit and identify any areas of the primary school physical education school sport and physical activity provision which are in need of development |  |  |

**Task 9 – Evaluating physical education provision (continued)**

Follow-up (if required):

Comments:

**Tutor Assessor to sign-off once Task 9 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Task 10 – Design, lead and evaluate a targeted strategy for primary school PE**

*Required for: Level 6 Award in Primary School Physical Education Subject Leadership*

**Within this task the delegate must:**

1. From the audit completed in Task 7, design a targeted strategy. This must include:
	* An appropriate timeline for actions
	* Consideration of the school workforce’s attitudes and behaviours towards PE
	* The principles of change management relevant to primary school PE
	* Present the strategy to the senior management team and other relevant stakeholders and get this signed off as part of your evidence
2. Lead and manage the implementation of the targeted strategy over a minimum of one term
3. Monitor ongoing progress, making changes as necessary to ensure objectives are being met
4. Evaluate the learning impact of the targeted strategy. This must include:
	* Conclusions from the impact of the targeted strategy
	* The number of pupils reaching or exceeding the Key Stage expectations and other relevant measures or indicators
	* The changes in the school workforce’s attitudes and behaviours towards PE
	* Ways of remodelling the strategy to ensure sustained improvements
	* How this will inform future planning of targeting strategies to increase the sustainability of ‘good or better’ teaching and learning

**To be completed by the Tutor/Assessor:**



|  |  |  |  |
| --- | --- | --- | --- |
| **Unit number** | **Assessment Criteria** | **Pass** | **Defer** |
| 7 | 3.1 Design a targeted strategy for primary school physical education, school sport and physical activity |  |  |
| 7 | 4.1 Lead the implementation of a targeted strategy for primary school physical education school sport and physical activity |  |  |
| 7 | 4.2 Manage the progress of a targeted strategy for primary school physical education, school sport and physical activity |  |  |
| 7 | 5.1 Evaluate the learning impact of a targeted strategy for primary school physical education school sport and physical activity |  |  |

**Task 10 – Design, lead and evaluate a targeted strategy for primary school PE (continued)**

Follow-up (if required):

Comments:

**Tutor Assessor to sign-off once Task 10 is assessed and fully achieved:**

|  |  |
| --- | --- |
| Tutor/Assessor signature |  |
| Date |  |

**Appendix**

Independent Assessor Observation Form (Level 5)

Independent Assessor Interview Form (Level 6)

**Guidance**

The Appendix contains two documents, both of which are mandatory for the relevant qualification and must be completed by the Independent Assessor. These are also accessible as standalone documents within the Tutor Resources.

The role of the Independent Assessor is vital in your development and progress throughout these qualifications. This person is likely to be the Headteacher or member of the Senior Leadership Team within your school.

**Independent Assessor Observation Form**

*Required for: Level 5 Certificate in Primary School Physical Education Specialism*

**Mandatory form – must be completed and retained as evidence**

|  |  |
| --- | --- |
| **Delegate name** |   |
| **School name** |   |
| **Lesson context** |   |
| **Independent****Assessor name** |   |
| **Independent****Assessor job title** |   |
| **Observation date** |   | **Time** |   |
| **Class** |   | **Number in class** |   |
| **Agreed focus****of observation** |   |

|  |
| --- |
| **Achievement (Learning and progress)** |
| **Did pupils:**  | **Yes/ No** | **Comments** |
| * Acquire new knowledge and skills to develop ideas that increase their understanding.
* Use previous experiences as the basis for new learning.
* Use talk to deepen understanding.
* Show progress appropriate to their current standard
 |   |   |
| * Sustain concentration.
* Think for themselves.
* Show fluency, control and co-ordination in their movement.
* Show skilful execution of specific techniques.
 |   |   |
| * Ask appropriate questions.
* Understand what they are doing and why
 |   |   |
| * Have opportunities to peer and self-evaluate.
* Know how well they have done.
 |   |   |
| * Choose/use tactical and compositional knowledge to identify describe, explain, analyse\* and make judgements about progress and performances
 |   |   |

\* ‘Analyse’ is included in the KS3 PE programme of study, so only relevant for teachers from a middle school deemed primary

**Independent Assessor Observation Form (continued)**

|  |
| --- |
| **Teaching**  |
| **Did the delegate:**  | **Yes/ No** | **Comments** |
| * Use teaching that motivated, engaged and included all pupils.
* Use tasks that were challenging both physically and cognitively.
* Employ strategies to meet individual needs, including the most and least able pupils.
* Maximise opportunities for pupils to be physically active.
 |   |   |
| * Achieve sufficient gains in pupil knowledge, skills and understanding.
* Use evidence of pupils’ progress in lessons to adapt teaching.
* Use a range of assessment strategies and methods to secure pupils’ progress.
* Create opportunities for all pupils to reflect on their own learning and progress.
 |   |   |
| * Use effective questioning to encourage tactical/compositional thinking.
* Promote pupil understanding of how to improve their work.
 |   |   |
| * Use an appropriate range of resources.
* Use effective organisation.
* Effectively manage transitions between activities within the lesson.
 |   |   |
| * Implement strategies to manage hazards and control risk (teaching safely, teaching safety).
* Seek support from others before the lesson to add value to the teaching and learning process
 |   |   |

|  |
| --- |
| **Behaviour and safety**  |
| **Did pupils:**  | **Yes/No** | **Comments** |
| * Show interest and enthusiasm in the lesson.
* Show pride in their work.
* Persevere to overcome physical and technical challenges to stay on task.
 |   |   |
| * Work constructively in independent, group and whole class work.
* Respect the views, feelings and values of others in the class.
 |   |   |
| * Show understanding of safe practice within the lesson.
 |   |   |

**Independent Assessor Observation Form (continued)**

|  |
| --- |
| **Strengths and areas for development** |
| Strengths  |
| Areas for development   |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed – Delegate** |   | **Date** |   |
| **Signed – Independent Assessor** |   | **Date** |   |

**Independent Assessor Interview Form**

*Required for: Level 6 Award in Primary School Physical Education Subject Leadership*

**Mandatory form – must be completed and retained as evidence**

|  |  |
| --- | --- |
| **Delegate name** |  |
| **School name** |  |
| **Independent****Assessor name** |  |
| **Independent****Assessor job title** |  |
| **Interview date** |  | **Time** |  |

|  |
| --- |
| **Question** |
| **Give an overview of the responsibilities you undertook in the role of PE lead in the primary school** |
| **Areas that should be addressed:** * Supporting others
* Communicating to stakeholders
 | Interviewer comments   |

|  |
| --- |
| **Question** |
| **What evidence did you use to determine the quality of Physical Education outcomes within the primary school? Reflect on the methods you used to elicit the evidence** |
| **Areas that should be addressed:** * The type, nature and extent of the evidence base used to inform future practice
* The appropriateness of methods used to elicit dependable evidence
 | Interviewer comments  |

**Independent Assessor Interview Form (continued)**

|  |
| --- |
| **Question** |
| **Critically reflect on the factors you considered when designing an improvement strategy for Physical Education?** |
| **Areas that should be addressed:** * Leading and managing change
* Communicating with stakeholders
* Inputs, activities, outputs, outcomes and impact
 | Interviewer comments  |

|  |
| --- |
| **Question** |
| **Explain how you led the implementation of the improvement strategy for Physical Education?** |
| **Areas that should be addressed:** * Providing direction, vision, values and strategy
* Planning and allocating resources
* On-going monitoring of the improvement strategy
 | Interviewer comments  |

|  |
| --- |
| **Question** |
| **Analyse how you reviewed and revised the targeted strategy to increase****the sustainability of ‘good or better’ teaching and learning?** |
| **Areas that should be addressed:** * Evaluating the impact of the improvement strategy
* Drawing conclusions from the evaluation
* Adapting future planning will
 | Interviewer comments  |

**Independent Assessor Interview Form (continued)**

|  |
| --- |
| **Strengths and areas for development** |
|   |
| **Comment on whether the delegate has competently led the implementation of a****targeted strategy for PE and whether you feel that they can continue to contribute****to increasing sustainability of ‘good or better’ PE teaching and learning in a subject****leadership capacity?** |
|   |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed – Delegate** |   | **Date** |   |
| **Signed – Independent Assessor** |   | **Date** |   |