

Visit Report

Name: Jenny Horton	Date: Tuesday, Feb 4 th 2020
Purpose of visit: To observe an outdoor PE lesson in year 5.	
Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) My visit lasted an hour approx. I learnt many things from this observation- chiefly how the embedded teaching/ learning skills used in core areas of our curriculum also run through the teaching of physical activity. a. That children remained in their Kagan teams for PE, thus maintaining and reinforcing those learning behaviours used in other areas of the curriculum, and also ensuring that language for thinking and communication was fostered and embedded in PE teaching and learning, alongside the physical skills. b. Expectations for behaviour eg use of count downs to end activities and being ready to listen, contribute verbally etc were the same as for in class learning. c. Ms Adamson gave the children an overview of the lesson before we went down to the playground. Warm up, then into a team game, practice of physical skills followed by peer feedback , then back to the game to see how they've improved. d. . Not a minute of teaching/learning time was wasted, as would be the situation in a class lesson eg children were given a thinking task about their Healthy Schools homework to consider as they walked from the classroom to the playground. e. In each activity/ phase of the lesson the children were challenged regularly either by increasing the complexity of the activity itself and/or by having to articulate their thinking learning. f. ICT is used during PE but, sadly Ipads were out of range during this lesson, otherwise children could have referred to them for a demonstration of the skills being practised and for Top Tips on giving peer reviews. g. At the end of the lesson Ms Adamson used red/yellow and green cones to replicate the self evaluation colours of Assertive Mentoring asking the children to line themselves up by a colour to demonstrate how well they thought they had done in today's lesson. 1. Girls change in the cloakroom/ boys in the classroom. All the equipment for the lesson was already stored in the cloakroom. 2. The classroom was calm and when all the pupils were gathered in their places, Miss Adamson drew their attention to the cognitive cog for the lesson- To use awareness of space and others to make good decisions. The children were then invited to discuss in their teams how they did this last week. Results of their discussions were then shared with the class- 'We all put ourselves in positions to help us defend.' 'We did lots of team work, passing the ball between each other to outwit our opponents.' 3. In the playground , after individual warm ups, cones and balls were collected by identified team members swiftly and without any fuss. Children used the cones to define their area, then passed the ball from one to another. Ms Adamson observed that areas were of a different size and asked the children to think about the size of their areas and how easy/hard the size made it to pass the ball to each other. A challenge was issued to pass the ball while moving. Then an orbit ball was introduced with the question , 'What happens with the orbit ball?' Ms A clarified this- 'if the orbit ball is thrown into your area and you catch it you get a point.' Count down to stop- Top Tip from Ms A – need to be looking at the ball your team is passing between you, and around you to look out for the orbit ball as well. Question- What sports are those skills important in? 4. Another orbit ball was added, with an additional rule –'If you catch the orbit ball but your team ball hits the ground, no point.' 5. Speedy collection of balls, and cones laid out for the team game- throw tennis. Thirty seconds for team talk was given for children to decide how best to use the space to outwit their opponents. Ms and Mrs Turvey then circulating between games.	

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6. Then there was a partner skills practice session to improve ball skills with one partner observing then supporting the other with feedback, then roles reversed. Question for all from Ms A 'How might these ball skills help you in your game?' Quote from Healthy Schools Assessment-

'Pupils are very clear about their learning during PE lessons and can talk about how they use peer assessment to evaluate and improve their skills.'

7. Team change and time for tactic talk. After a while Ms A said some teams were using the same tactics as in the first game so all number 4s from each team were sent to 'magpie' tactics from other teams to bring back to their own. There was a marked improvement in movement and use of tactics between games 1 and 2.

8. While putting their equipment away, children were asked to share in their teams what they'd done today to show awareness of space and their team mates.

9. Then while lining up alongside the green/ yellow cones , greens were asked to tell yellows what they thought they had done well today. They were asked to elaborate on their responses ie don't just say you learnt how to outwit your opponent say how you did that.

10. Back in the classroom children changed in time to the Grandstand introductory music while thinking of one thing they were going to improve on next week. Individual children were then asked to share their thoughts-

'I'm going to move about quicker to get into the right place to defend.'

'After I pass the ball I'm going to move into a different space.'

Several children shared with me the fact that they had enjoyed this lesson, I certainly had!

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)



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**Creating
positive teaching
habits
to develop
positive learning
behaviours**

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Teacher Planned

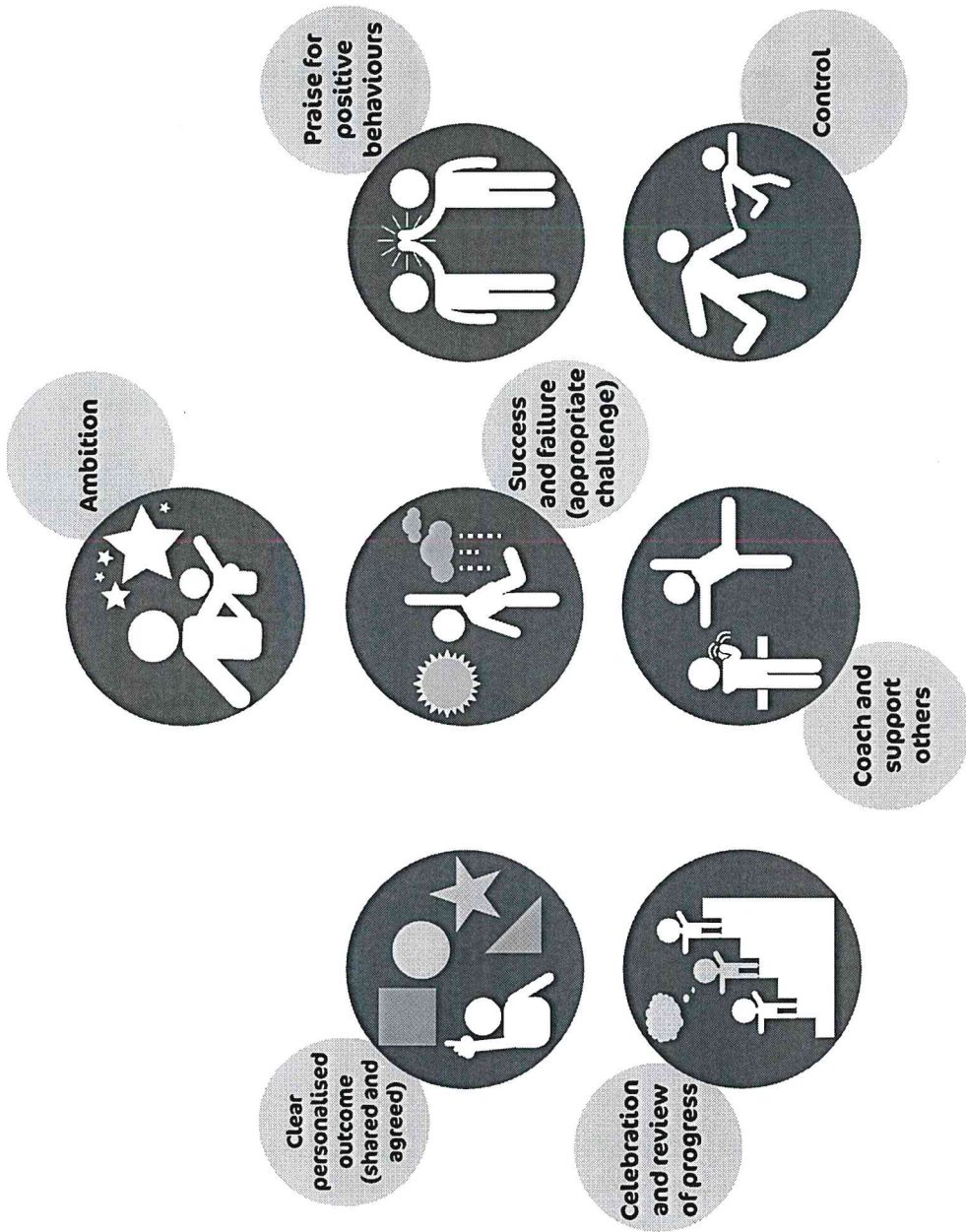


Shift Responsibility Consistent Practice



Learner Cultural/Habitual

Learning Nutrient	1 star	2 star	3 star	4 star	5 star
<p>Ambition</p>	<p>Positive routines Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect</p>	<p>Positive learning environment Create a safe, stimulating and purposeful learning environment</p>	<p>Engaged learners Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge</p>	<p>Motivated learners A desire to improve and succeed permeates every lesson</p>	<p>Ambitious learners No ceiling to learners' ambition and challenge is demanded</p>
<p>Clear personalised outcome (shared and agreed)</p>	<p>Shared outcome State outcome near start of lesson/session</p>	<p>Defined outcomes Communicate outcomes in learners' language, with check for understanding</p>	<p>Tiered outcomes Learners choose from tiers or a spectrum of appropriate outcomes</p>	<p>Negotiated outcomes Learners/groups negotiate and agree next steps/learning goals with support</p>	<p>Personalised outcomes Learners proactively take responsibility for choosing and communicating their individual goals</p>
<p>Success and failure (appropriate challenge)</p>	<p>Early success Ensure early success for all learners in each lesson/episode</p>	<p>Stretch and challenge Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve</p>	<p>Accepting failure Each learner embraces progression through planned sequences of success and failure</p>	<p>Learning through failure With support, learners identify areas of strength and weakness and select appropriate interventions to progress</p>	<p>Embracing failure Learners proactively seek challenge and demonstrate a willingness to work on weaknesses</p>
<p>Praise for positive behaviours</p>	<p>Whole group praise Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude</p>	<p>Individual praise/feedback Give regular, specific praise for positive behaviours before suggesting improvements</p>	<p>Peer praise With support, learners take opportunities to give praise for identified learning behaviours</p>	<p>Peer feedback Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities</p>	<p>Unprompted peer praise/feedback A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established</p>
<p>Celebration and review of progress</p>	<p>Whole group review Lead whole group plenary at the end of each episode/lesson</p>	<p>Review through questioning Question and funnel answers following small group/partner review</p>	<p>Clear learner voice Learners use a broad range of review methods including non-verbal communication and/or voting with feet</p>	<p>Learner led review Peer led plenaries celebrate partner/group members' progress</p>	<p>Habitual review A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established</p>
<p>Coach and support others</p>	<p>Observe and encourage Provide opportunities for learners to observe and encourage others</p>	<p>Demonstrate and discuss Enable learners to demonstrate/show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles</p>	<p>Feedback sensitively Scaffolding provided enables learners to give sensitive critical feedback to partner or group members</p>	<p>Collaborate and learn Learners share and learn from each other through planned, collaborative opportunities</p>	<p>Peer coach A culture of reciprocal peer coaching is an integral part of all lessons</p>
<p>Control</p>	<p>Work safely Encourage learners to select safe space for work and to gather, select and safely return equipment</p>	<p>Single choice Provide at least one learner choice of direction and/or task from pre-planned menu</p>	<p>Supported choices Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions</p>	<p>Negotiated choices Learners regularly negotiate with teacher to agree direction and pace</p>	<p>Independent choices Learners take active responsibility, create own learning plans and adjust them independently or with support</p>



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