**Monitoring Record – Physical Education**

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| **Lesson observation** | |  | | **Lesson visit** | |  | **Work scrutiny** | |  | **Planning scrutiny** | |  | | **Pupil interviews** |  | |
| **Focus:** | | | | | | | | | | | | | | | | |
| **Class/Year** |  | | **Teacher** | |  | | | | | | **Date** | |  | | |
| **Focus questions** | | | | | | | | **Notes** | | | | | | | |
| Does the learning have a clear focus?  To what extent does the outcome match the focus for the learning and demonstrate children’s new understanding, knowledge, skill or confidence? To what extent do tasks allow children to deepen their knowledge of the subject? | | | | | | | |  | | | | | | | |
| Is the learning pitched appropriately for the age/development stage of the children?  Does modelling effectively support this learning? | | | | | | | |  | | | | | | | |
| Are all children challenged appropriately?  Are opportunities provided for children to revisit, consolidate and embed prior learning? | | | | | | | |  | | | | | | | |
| Does the learning of each lesson fit within a progressive and cohesive sequence?  Does the learning of the lesson build on children’s existing understanding? Is there a logical sequence to the lesson? | | | | | | | |  | | | | | | | |
| Do children make strong progress from their starting points?  What assessment strategies are being used? | | | | | | | |  | | | | | | | |
| How well are tasks and questions adjusted during the lesson to meet the changing needs of the children? | | | | | | | |  | | | | | | | |
| How does feedback impact on learning?  Are misconceptions addressed appropriately and in a timely manner? | | | | | | | |  | | | | | | | |
| To what extent do children understand the relevance of what they are learning?  Does the learning allow for application of skills to be demonstrated? | | | | | | | |  | | | | | | | |
| How well are resources used (including staff) to effectively support the learning? | | | | | | | |  | | | | | | | |
| To what extent do teaching approaches develop children’s independence? To what extent has the teacher created a supportive classroom focused on learning? | | | | | | | |  | | | | | | | |
| Which strategies are used to develop subject specific vocabulary? To what extent are children using this vocabulary accurately and independently? | | | | | | | |  | | | | | | | |
| Which aims of the PE curriculum are being developed? Does this build on physical development from EYFS?  In what way(s) are they developed? | | | | | | | |  | | | | | | | |
| How well does the teaching foster an enjoyment of learning in PE?  To what extent do children demonstrate a positive attitude to learning in PE? | | | | | | | |  | | | | | | | |
| **Actions:** | | | | | | | | **Intended outcomes:** | | | | | | | |