



What is an Outstanding PE Lesson?

“Delivering outstanding lessons in Primary School PE should be the aim for all teachers.”

Checklist for Outstanding Lessons

Teachers	Learners
<ul style="list-style-type: none"> • High expectations/enthusiasm/passion • Confidence and expertise • Appropriate range of imaginative strategies/teaching styles • Excellent subject knowledge • Outstanding use of time • Very effective use of resources including ICT/other adults • Non performing pupils used purposefully and effectively • Plan effectively with clear learning objectives • Excellent use of questioning • Assessment for learning/formative assessment • Developing core skills • SMSC • Inspirational 	<ul style="list-style-type: none"> • Make good and rapid progress • Enjoy PE • Are involved and engaged • Work very well independently • Are stretched without being inhibited • Are inspired to learn new skills and consolidate other skills • All succeed, including those with additional needs

Outstanding PE Learning

	Outstanding
Progress	All pupils make outstanding progress, acquiring knowledge quickly and making rapid progress within lessons. Assessment of progress is systematically checked. Data then used by educators to provide further challenges or additional support.
Learning	Pupils learn exceptionally well, find out how to use skills in different ways, and link them to repeat actions, sequences or team tactics.
Attitudes	High levels of engagement, interest, confidence, independence, collabo-
Disruptions/ Behaviour Management	<p>Pupils are focused on their learning and do not disrupt their own or others' learning.</p> <p>There is a clear indication that children are aware of behaviour expectations which have been arrived at through continued good practice. Pupils are able to manage their own behaviour with support from systematic approaches to behaviour management.</p> <p>Children are calm and orderly when moving around school.</p>

Teaching

	Outstanding
Planning to ensure strategies meet needs.	<p>Educator draws on excellent subject knowledge, which is reflected in innovative planning which is adapted to develop pupils' learning/progress in a very effective way.</p> <p>Planning is based on systematic and accurate assessment of pupils' prior learning.</p> <p>Learning through differentiated games approach is adopted and pupils start lesson from different points.</p> <p>Non performing pupils are engaged purposefully with other roles (observation and feedback, coaching, umpiring and refereeing).</p> <p>Planning must be present.</p>
Pace	<p>Educator demonstrates 'excellent' subject knowledge</p> <p>Pace through the lesson is fast and time is used very well</p> <p>Teaching ensures pupils remain active for sustained periods of time (95% activity-5% non activity)</p>
Expectations	High expectations of all pupils throughout the lesson
Interventions	<p>Sharply focused and timely. Make a notable impact and match individual needs accurately.</p> <p>Other adults' support is well focused and makes a significant contribution to the quality of learning.</p>
Literacy, numeracy and other skills	<p>Exceptional, every opportunity taken to develop crucial skills including literacy and numeracy when relevant.</p> <p>ICT is used very effectively to support observation and analysis to improve work further.</p>
Climate for learning	<p>Educators generate high levels of enthusiasm for participation in and commitment to learning</p> <p>All the children are highly motivated and engaged in the activities. They are extremely confident in communicating their ideas with others. A wide range of innovative resources and equipment is used to stimulate all pupils' active participation in their learning and secure outstanding progress.</p>
Health & Safety	<p>Educator constantly aware of hazards and ensures pupils' safety prior to and during the lesson.</p> <p>Health and safety good practice is embedded into the pupils' learning. Without prompting, pupils are able to make safe choices during the lesson and are able to use the equipment in a safe manner.</p>
Questioning and dialogue	<p>Understanding is checked systematically and effectively throughout the lesson, with a notable impact on learning. This may lead to interventions.</p> <p>Questioning used to check understanding and provide expert advice on how to achieve outstanding performance.</p>
Challenge	<p>Differentiation of activities which ensures all children are challenged to make excellent progress (6/10 rule—children who complete a task 6 out of 10 times are progressed through differentiated tasks).</p> <p>Assessment for learning is an integral part of the learning/teaching and impacts considerably on pupil progress. As a result, all pupils make excellent progress and reach a high standard of achievement, given their starting points and capability.</p> <p>Excellent use of self-review/peer assessment and constructive teacher feedback.</p>
Feedback	Feedback is frequent and of high quality, ensuring pupils know how to improve their work. Pupils give each other feedback.
SMSC	Observer comments