

## Val Sabin gymnastics self peer assessment sheet

Teacher's Name:		Date:	
Subject:			
	What could you do?	What did you do?	
Planning:	Have your lesson planned ( <i>Section 1</i> ) The lesson plan should be part of a progressive and developmental scheme. Necessary equipment/apparatus is available and well placed		
Introduction:	Familiarise children with Learning Objectives and Expected Learning Outcomes Bring attention to any Health and Safety issues or any ground rules		
Establish Positive Relationships:	Use children's names. Listen to their opinions. Take an interest in them and get them active		
Make it Enjoyable, Stimulating:	Motivate through your own attitude. and enthusiasm Challenge them mentally and physically – keep them involved – praise and recognise both performance and effort		
Organising Instructing Explaining:	Have a clear plan in your mind about organising tasks and children. Make sure everyone can see and hear you. Keep instructions clear and concise. Emphasise key points and use Q and A		
Demonstrating Good Practice:	Use demonstration of children to show good practice or to progress a skill. Be positioned so everyone can see the demonstration. Show part or whole skill or task as appropriate. Use Q and A to increase understanding		
Observing Childrens' Work:	Break observations down into sections. Be specific about what you see		
Analysing:	Which parts of a child's work match / does not match the task and what have they omitted. Make any criticism constructive and positive. Challenge ( <i>Section 2</i> )		
Giving Feedback:	Ask the child or children what they thought or noticed. Start with positives then discuss areas for improvements ( <i>Section 3</i> )		
Questioning:	Why question? Safety, understanding, improvement. Deliver with lively pace and tone. Encourage children to answer – give them time		
Concluding/Plenary :	After a "cool down" bring children together – reflect on success of learning outcomes. Summarise key messages		
Evaluating the Lesson:	Reflect on your delivery. Discuss any points with other members of staff to keep a clear, uniform approach		
Learning Styles:	Do your teaching styles allow all children to access their preferred and non-preferred learning styles.		

# Detailed checklist of positive teaching points to look for in teaching physical education

1. Teacher involvement, attitude and connection promoting positive behaviour.
2. Total communication - doing and saying.
3. Use of voice - tone / level / to individuals / to whole class.
4. Use of demonstration.
5. Open ended questions (e.g. "is it possible...")
6. Breaking down a skill and building it up.
7. Use of question and answer.
8. Challenging pupils.
9. Developing a skill.
10. Organisation for safety.
11. Clear instructions and tasks.
12. Individual help.
13. Positioning.
14. Pointing out specific safety issues.
15. Encouraging spatial awareness.
16. Positive comments to motivate and build self confidence and self-esteem.
17. Inclusive - setting tasks accessible to all.
18. Differentiation in wide task-setting.
19. Creating a positive learning environment.