



What A Great Lesson Looks Like PE (Practical)



Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.

- Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience.

Entry Routines:

- Students to line up quietly in the designated area.
- Register to be taken on Class Charts on iPad within the first 10 minutes and no kit pupils identified.
- Pupils have 5 minutes to get changed.
- Pupils to set up equipment and complete warm up exercises.

Behaviour and Expectations:

- High expectations are set with regards to behaviour for learning; teachers expect students to have all of their relevant kit, engaging in all activities appropriately to the work that is set.
- Teachers foster positive working relationships with students, awarding praise points and golden tickets.
- The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.



Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.

- Students are seated for success and taught in mixed ability classes designed to encourage aspiration and achievement.
- Teaching assistants are utilised to support all learners.
- Homework is designed to support knowledge retrieval and develop and extend pupils learning in lessons.

Adaptive Teaching

- Teachers use adaptive teaching strategies to support and challenge all students including the highest attainers through explicit teaching components building up to challenging composites.
- Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to and to clarify the expectation of learning and outcomes. Success Criteria is subject specific.
- Personal Learning Checklists are used to ensure pupils understand and reflect on the desired learning outcomes and supported in achieving them through effective teaching and learning.



Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.

Hunting not Fishing

- Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all.
- Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps.
- Plenary/ mini-plenary.
- Teaching games for understanding.



Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.

- All staff have access to local, trust-wide and national CPD.
- Subject Specialist knowledge is used to inform teaching and learning.
- Teacher Instruction**
- Clear demonstration of activity 'I do' followed by pupils having the opportunity to do activity 'You do.'
- Pupils needing extra support 'We do.'
- Appropriate cold call questions throughout and scaffolding activities where appropriate 'less able/more able'
- Deliberate Practice**
- Hunting Not Fishing, seeking those that need further support
- Personalised learning criteria depending on the group. In terms of sport and activity focus/games/competitive situations



Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

Retrieval Practice

Retrieval Task on board with (Success Criteria) ABCD.

Curriculum Sequencing

- Teachers share learning objectives.
- Knowledge and skills taught as components building towards a composite.
- Success criteria is shared and used / referred to during the lesson and as AFL
- PLCs indicate the key skills needed.



Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.

- Teachers communicate, where relevant, the links between the learning and life beyond school.
- Pupils develop a love of sport and understand how this can help them to live, rich, healthy and fulfilling lives.

