

## Quality of Teaching - What are we hoping to see?

<ul style="list-style-type: none"> <li>• <b>The most important role of teaching is to <u>raise pupils' attainment</u></b></li> <li>• <b>It is also important in promoting their <u>spiritual, moral, social and cultural development</u></b></li> <li>• <b>Teaching is evaluated in terms of its <u>impact on learning and progress</u></b></li> </ul>		
<p><i>*Italics denotes the Professional Standards for Teachers</i></p>	<p><b>Good</b></p>	<p><b>Outstanding</b></p>
<p><b><u>Teachers' expectations and subject knowledge</u></b></p> <p><i>*Set high expectations which inspire, motivate and challenge pupils</i></p> <p><i>*Demonstrate good subject and curriculum knowledge</i></p> <p><i>*Plan and teach well-structured lessons</i></p> <p><i>*Adapt teaching to respond to the strengths and needs of all pupils</i></p>	<p>Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.</p> <p>Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.</p> <p>They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.</p> <p>Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.</p> <p>Good relationships and high expectations also promote good learning for all pupils.</p> <p>The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.</p>	<p>Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.</p> <p>Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.</p> <p>Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.</p> <p>They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.</p> <p>They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.</p> <p>Time in lessons is maximised to engage all pupils in vigorous physical activity.</p> <p>Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.</p> <p>ICT is used very effectively to support observation and analysis to improve work further.</p>

<p><b>Pupils' expectations, activity rates, knowledge and understanding</b></p> <p><i>*Promote good progress and outcomes for pupils</i>  <i>*Manage behaviour effectively to ensure a good and safe learning environment</i></p>	<p>Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.</p> <p>Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.</p> <p>Activities develop pupils' physical competence and knowledge of the body in action as well as promoting their physical fitness.</p> <p>Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing.</p> <p>Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.</p>	<p>Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.</p> <p>The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.</p> <p>Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.</p> <p>Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.</p>
<p><b>Use of others adults (including coaches) to improve the quality of learning</b></p> <p><i>*Fulfil wider professional responsibilities</i></p>	<p>Specialist coaches and volunteers are deployed effectively by teachers to provide high quality sports coaching and advice on how to improve performance.</p> <p>External coaches'/practitioners' and other adults' support is well focused and makes a positive contribution to the quality of learning.</p>	<p>Specialist coaches and volunteers are deployed very effectively by teachers to provide high quality sports coaching and advice on how to improve performance.</p> <p>External coaches'/practitioners' and other adults' support is well focused and makes a significant contribution to the quality of learning.</p>
<p><b>Pupil assessment to improve performance</b></p> <p><i>*Make accurate and productive use of assessment</i></p>	<p>Pupils' progress is systematically checked throughout all Key Stages.</p> <p>Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able</p> <p>Pupils are given opportunities to assess their own and others' performances and suggest improvements.</p> <p>Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve</p>	<p>Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.</p> <p>Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.</p> <p>Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.</p>