

Madley Primary School: Upskilling Staff

Background and rationale

Using a substantial amount of the Sports Premium grant we used the Specialist PE teacher to work alongside individual class teachers on specific areas of their PE teaching.

We assessed the PE curriculum and using questionnaires from all teaching staff and had discussions with class teachers to identify their specific needs.

The Subject leader set a timetable of lessons where he and the class teacher will plan and teach alongside each other. These plans were linked to the units of work, skills progression ladder and vocabulary list. The aim was that the teacher felt more confident in their ability to teach the subject. The sessions took place over a six-week period using detailed units of work. Areas of learning included: dance, athletics, gymnastics, invasion / striking and fielding / net and wall and target games.

Throughout the six-week professional development sessions, assessment and evaluation took place of both the teacher and unit of work.

How did it work?

The specialist teacher modelled the first lesson as an example of expectations.

The subject leader then planned a series of lessons alongside the class teacher. Each lesson lasted approx. 45 minutes and included a warm up activity, a main activity teaching skills from the new skills progression ladders and then a cool down.

The series of lessons started with team teaching and then progressed into teacher led sessions. Throughout the sessions the teachers were expected to use the language from the PE vocabulary list to embed and clarify the children's learning.

Throughout the unit of work the subject leader did detailed written lesson observations and discussed these with the teacher and suggested future planning. Photos and videos will be used for evidence of good practice and assessment.

At the end of the six week unit of work the teacher and subject leader met and evaluated the process. The teacher and subject leader then had the opportunity to decide on further professional development.

Throughout the year the Subject leader worked with all 6 class teachers and fed-back through both verbal and written evidence which was given to them, the Head-teacher and the Governors.

The Impact

The identified teachers have become more confident in their teaching of PE. Their understanding and knowledge of the subject is improved. The pace and structure of lessons are improved and feedback of pupils participation is that they are more enthusiastic and focused.

The skills taught show a clear pathway of progression throughout the year groups and the vocabulary used is encouraged and fully understood by teachers and pupils.

Using the skills progression and assessment format the class teacher can see the progression and impact of the sessions after each half term. These then can be used as a tool for the following half terms grouping and reporting.

Clear evidence of progression are identified in photographs, videos and performances.

Sustainability

The continual professional development of all staff will impact on all teaching as it will improve the standard and expectations of the subject. All teachers have a clear understanding of the aims and objectives of the subject. They are clear on the areas of study and units of work taught alongside these. They understand and have the ability to teach the skills linked to the progression ladder. With this, they use the vocabulary associated with each area of learning.

If or when the funding is no longer available, the teachers will have the expertise and confidence to continue teaching to a high standard.