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| **Student name:** | **Student Number:** |
| Stage 2  08.01.2024 to 05.04.2024  **Teaching File – record of weekly reflective discussions.** | |
| **Week 19 08.01.2024.**  University Big Question – [T2] How can pupils attainment be accurately assessed, as part of the cycle of planning & teaching, including target setting & use of whole school data?  Subject lens focus – How can you measure pupil progress within PE? | |
| **Week 20 15.01.2024.**  University Big Question – [T3] What is your understanding of the planning, teaching & learning strategies that are effective to ensure the progress of pupils with SEND?  Subject lens focus – How can you assist SEND students to access and be appropriately challenged by their learning in PE? Are you able to develop adapted activities and supporting resources? | |
| **Week 21 22.01.2024.**  University Big Question – [T4] What ‘additional factors’ inhibit the progress of pupils? How might these factors present challenges in the behaviour, & progress, of pupils?  Subject lens focus – Are there factors that influence behaviour that are more relevant or even unique to PE? How, for example, do you ensure students engage in all activities? | |
| **Week 22 29.01.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Questions - [T1] In the context of your [anonymised] placement school, what ‘additional factors’ may be of concern to the school community?  Subject lens focus – Does the PE department work with areas of the local community to either support the pupils or encourage local partnerships? | |
| **Week 23 05.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What range of strategies, that challenge pupils regardless of their prior attainment or ability, will be effective with your classes? How do you plan to gain support from experienced colleagues to ensure planning & teaching includes successful strategies?  Subject lens focus – How can you keep delivering engaging and purposeful lessons? | |
| **Week 24 12.02.2024. Asynchronous learning activities.**  **SGP760 SUBMISSION.** | |
| **Week 25 19.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What are the key features, & your understanding, of the school’s framework for effectively managing behaviour in your classroom so ensuring you are planning to set high expectations of behaviour, & values, for pupils in a positive learning environment?  Subject lens focus – How can you reinforce expectations and values through your teaching of PE? For example, how do you use the TDC model to enforce expectations and ensure PE is central to the life of the school? | |
| **Week 26 26.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor & regulate their own learning?  Subject lens focus – What opportunities are there for you to give students greater independence in their PE lessons? | |
| **Week 27 04.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What have been your strengths, & areas for development, when planning & teaching lessons that are appropriate for pupils’ stages of physical, social & intellectual development, with adaptive practice in your delivery?  Subject lens focus – How have you adapted content for different age ranges and levels of ability in PE? Can you demonstrate how an activity would be given developed so s to show progression across the key stages? | |
| **Week 28 13.03.2024**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] How have you shown that you have developed appropriate teacher-pupil relationships & used these effectively through clear routines which support pupil wellbeing? What decisions have you made that shows you can select from, & use, a range of strategies to manage pupil behaviour?  Subject lens focus – How can you develop effective relationships with pupils by finding ways to help them relate to the content of their PE lessons? For example, can you include references to things that interest and engage students with up-to-date examples of positive activity experiences? How can you use positive role models to support your subject? | |
| **Week 29 18.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T1] How have you shown, & applied, a working knowledge of equality legislation to foster respect in your classroom & wider school community?  Subject lens focus – How can you use PE and the content taught within it to emphasise the importance of equality and respect? What examples can you discuss to showcase how PE can support positive values? | |
| **Week 30 25.03.2024.**  **Week 31 01.04.2024.**  **Easter Break** | |
| **End of Stage 2 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 3:  Signed: Date: | |