



Thames View Infants

Monitoring of the Quality of Extended Sports and Lunchtime Play

This form is intended to be used by the Leadership Team for monitoring the quality of Extended Sports and Lunchtime Play taking place across the school. The aim is to ensure that engagement and participation remains High Quality and implementation of the School Development Plan is evident.

A choice from three letter codes will be used when making a judgement on each of the key elements:

O – Outstanding

G - Good

B – Below School’s Baseline/Notice to Improve

I - Inadequate

These grades will result in further action being required under the LBBDD’s Code of Conduct Policy for Teachers

Teacher :

Class :

Subject :

Monitor :

Date :

**Overall Judgement :
(Likely Ofsted Grade)**

Focus for observation :

Context - Brief description of lesson & Key objectives identified in planning:

Key Strengths Vs Key Development Areas:

Attainment and Pupil Progress:

(Comment on how skills developed link to those taught in the PE scheme of work):



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Progress Since Last Observation (refer to teacher's previous targets):

Summary/Feedback (including targets and next steps):



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Knows the Subject Well:

- knows the underlying concepts, conventions and frameworks associated with the subject;
- clear objectives for learning for each lesson, **linked to past experiences**.
- objectives are explained at the beginning and reinforced at the end and over time.
- **leaders embraces a healthy/sporty attitude; and the activity is led within this spirit.**
- where appropriate, children know the rules for the game – how to win and what losing will “look like”.

Attainment and Progress/Expectations/Outcomes:

- outcomes linked to expectations for that year group;
- children collaborating and/or working independently (where appropriately) at an appropriate noise level;
- has a clear view of what most pupils are expected to be able to do independently and by when;
- emphasises accuracy, precision and the correct vocabulary at all times;
- **the session has a high participation rate, with children engaging fully with the activity, embracing the spirit and ethos of play/sport/healthy lifestyle;**
- **expectation for play and learning are the same as within class-based PE (with childrens’ teacher).**

Uses time and resources well:

- maintains good sense of pace/ensures pupils are on task for most of lesson (does not let tasks drag on);
- wastes very little time on administrative tasks;
- the room is well laid out and resources are easily accessible; **uses good resources and requires pupils to engage with them;**
- **children remain as active as possible within the session;**
- little time is wasted on pre-activity preparation/toilets/getting changed/behaviour control.



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Demonstration & Modelling (during Teaching & Guided Practice Segment of Lesson):

- first-hand & “second-hand” experiences/resources being used as a stimulus;
- teacher-demonstrates & models the skills & concepts being taught;
- children modelling & demonstrating key concepts to others;
- knows best way to teach the subject (best analogies, examples, demonstrations etc to make it accessible);
- skilful use of speaking and listening skills by the teacher;
- key vocabulary used often and explicitly throughout the lesson using an episodic manner;
- leaders “unpacking learning” in small steps;
- selects teaching methods on the basis of fitness for purpose and uses a range of these;
- selects the right activities for pupils to carry out in order to reinforce the intended learning points;
- gives encouragement and praise to reinforce significant steps in learning;
- lays firm foundations before moving pupils to a higher task;
- children are challenged at all levels, fostering a thirst for sport for all;



Interaction & Oracy:

- interaction between leader and pupil, and amongst pupils themselves is in-line with class-based expectations;
- the development of speaking and listening skills in the children is given a high priority;
- where appropriate, pupils are required to justify and extend their answers;
- questioning used to gauge understanding, with teacher changing approach if necessary;
- teacher uses assessment information to re-focus teaching and teach pupils how to perform to target standard;
- a lively pace;
- questioning targets groups of children and individuals with specific needs;
- where appropriate, episodes of Talk4Learning:
 - Differentiated questioning,
 - Extended dialogue,
 - ‘Sustained shared thinking’,
 - Skilled use of ‘uptake’,
 - Focussed Feedback,
 - Exploratory Talk,
 - Empowered Talk,
 - Talk buddies/partnered talk.
- constructive feedback is provided to ensure children makes rapid gains.





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Consolidation Segment of Lesson:

- well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible;
- differentiated activities and support correctly matched to the pupils' ability and need;
- children sure of the consolidation outcome.
- the leader *teaching* with a focus group/target group of children (as appropriate);
- support staff actively engaged within a specific task/seating arrangements.
- children motivated, on task and interested, being good team playing, fostered within a climate of camaraderie;
- children working individually, in pairs, groups or as a whole class.

HQ Marking & Feedback/Assessment for Learning:

- gives clear introductions, setting the lesson in context;
- frequently refocuses lesson to remind pupils of the main aims/purposes and to keep them on task;
- good recapitulation at the end of the lesson to fix the learning points;

Maintains Motivation and Good Behaviour:

- children get changed quickly and quietly, adopting the same expectations for behaviour as when in class;
- children have a thirst for sport and a developing interest in adopting healthier lifestyles;
- children embrace winning and losing proportionately; and support each other with these emotions.
- knows how best to ensure an orderly, effective, active, engaged, participating sports/game activity;
- pupils are well managed, high standards of behaviour/concentration maintained (pupils on task);
- expectations about behaviour are explicit;
- children remain engaged and the activity has a high participation rate;
- learning is so powerful that children feel confident to apply these skills independently during their own free-time at school.



The Key Characteristics of an Effective Learning Environment for Quality of Extended Sports and Lunchtime Play

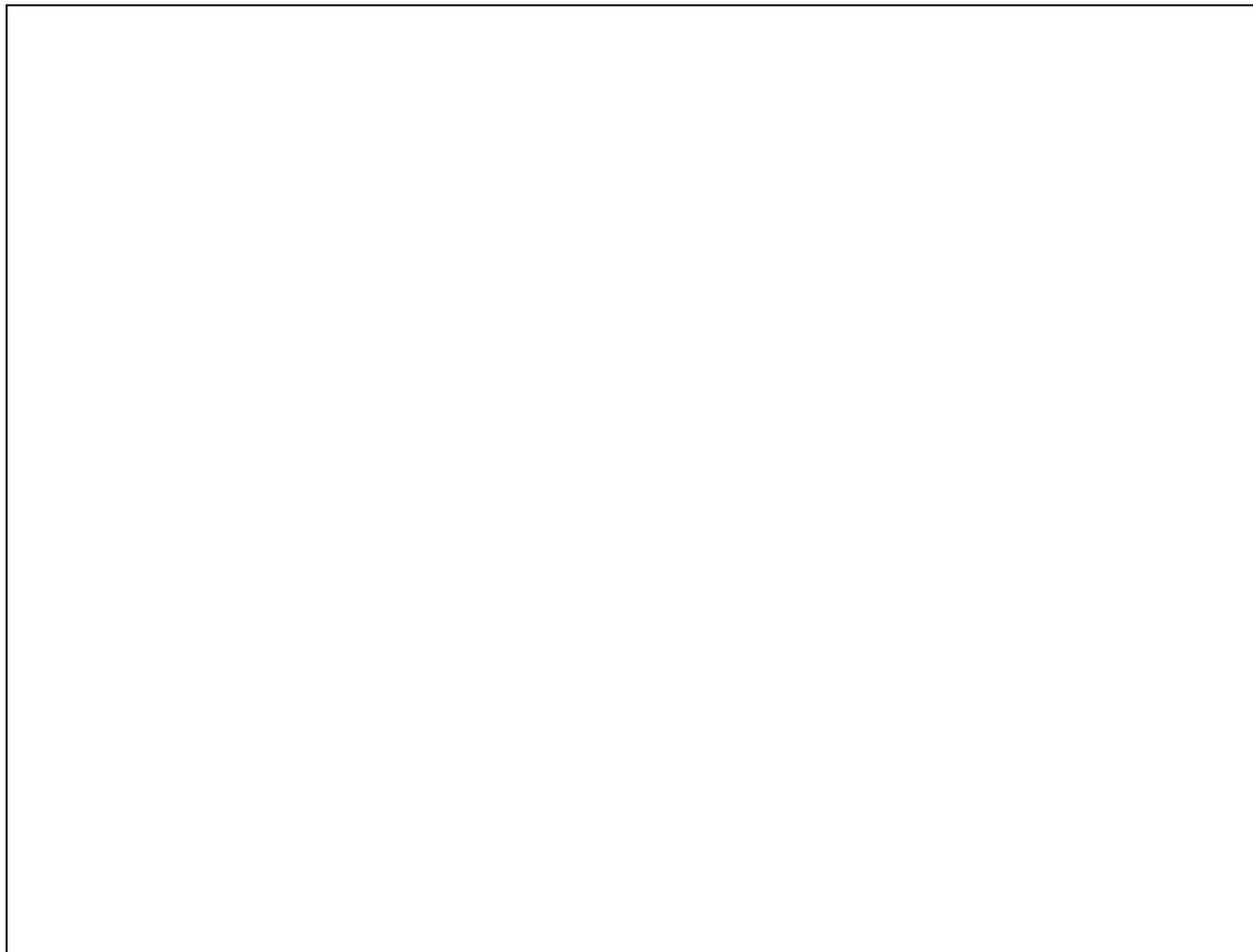
The environment is attractive and welcoming as well as being functional and safe:



- resources are effectively stored;
- the area is set up before hand in line with expectations;
- potentially hazardous equipment is secured or removed;
- exit routes are clear;
- the setting is aesthetically pleasing.
- children have easy access to the relevant equipment and resources;

- there are sufficient staff ratios to support the children and the activity;
- staff are suitably trained in the skill that they are teaching.

- staff behave professionally and in line with the school's ethos for code of conduct;
- all resources are put away correctly and secured afterwards; and where appropriate, children help with this.





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Ofsted Grade descriptors

Outstanding (1): Quality of teaching in the school

- Much of the teaching in all sessions is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- All staff have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- Staff generate high levels of engagement and commitment to generating a thirst for sport and being active.
- Consistently high quality and constructive feedback from staff ensures that pupils make rapid gains.
- Staff use well-judged and often inspirational teaching strategies, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally as athletes.

Outstanding (1): The behaviour and safety of pupils at the school

- Pupils' consistently display a thirst for sport and a love of learning, which have a very strong impact on their overall fitness levels and attitudes to healthy living.
- Pupils' attitudes to sport and healthy living are of an equally high standard across activities, clubs, sports, times of the day, years, classes and with different staff.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life, work and healthy lifestyles.
- Pupils' behaviour is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- As during lesson time, children are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.



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Good (2): Quality of teaching in the school

- Teaching in most sessions, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.
- Staff have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the provision.
- Staff listen to, carefully observe and skilfully question pupils during sessions in order to reshape tasks and explanations to improve learning.
- Staff create a positive climate for learning in their sessions and pupils are interested and engaged.
- Staff assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in sessions.

Good (2) The behaviour and safety of pupils at the school

- Pupils' attitudes to all aspects of learning, including in independent, group and whole class work, are consistently positive, and have a good impact on their over all fitness levels and attitudes to healthy living.
- Pupils respond very quickly to staff's instructions and requests allowing sessions to flow smoothly and without interruption. Low-level disruption in sessions is uncommon.
- Pupils' attitudes to sport and healthy living are positive across activities, clubs, sports, times of the day, years, classes and with different staff.
- There are few well founded concerns expressed by parents, teachers/leaders, other staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- The positive ethos in, and around, the school is continued within sessions. Pupils conduct themselves well at all different times of day, including at lunch time and after school, attend regularly, have good attitudes and are punctual to sessions.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils are safe and feel safe at school and at alternative provision placements and understand how to keep themselves safe in different situations.