

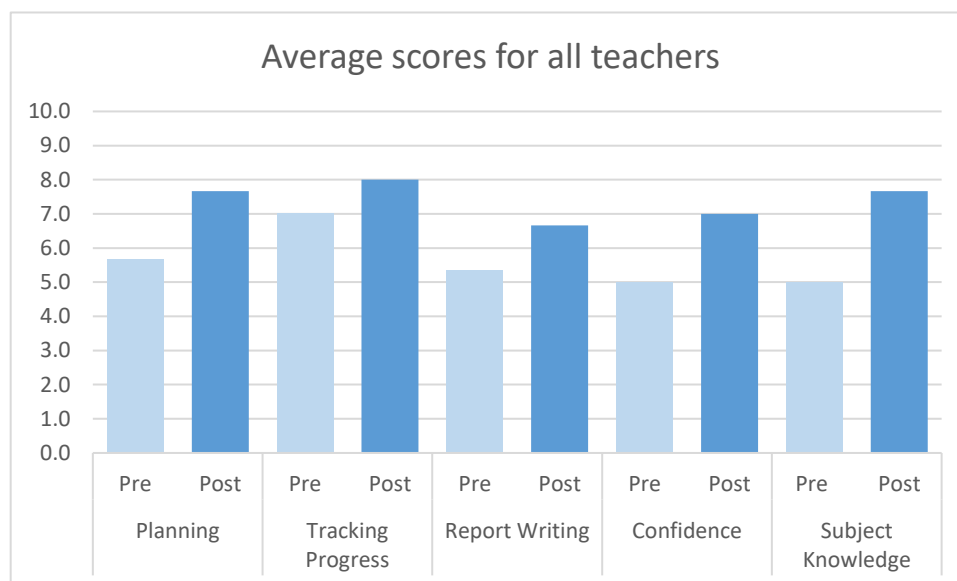
**Mentor:** Ben Norton

## Overview

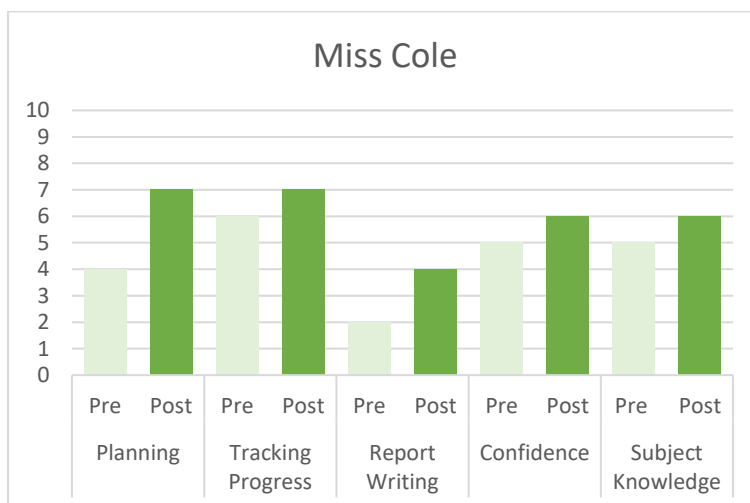
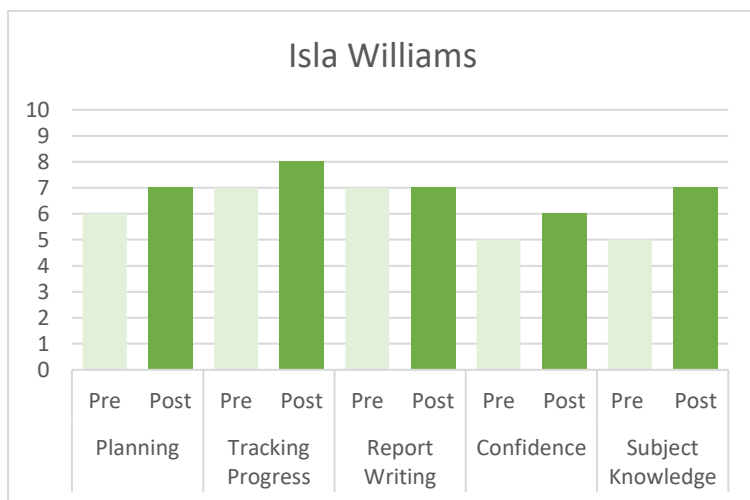
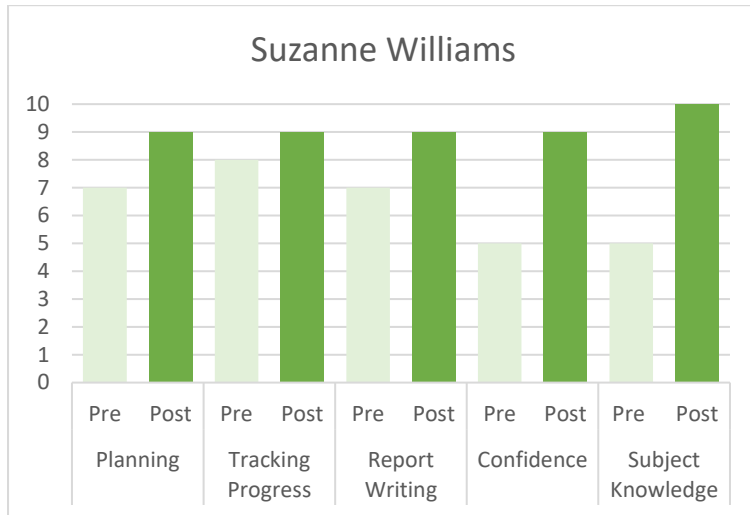
At the start of the professional development programme, a pre course questionnaire was completed by all teachers taking part in the programme, recording their perceived ability in 5 core areas of Physical Education. During the delivery of the PE Curriculum Support (PECS) programme, their individual needs were supported by Ben to develop their confidence in lesson delivery, subject knowledge and planning to ensure rapid progress of all learning abilities. Different mentoring strategies were used throughout the programme including mentor led, teacher led and team taught lessons. All teaching has been logged in a PECS Learning Journal and the goals set were revisited throughout the programme. At the end of the mentoring process, the same questionnaires were completed for which the data is displayed below.

## Impact Data

The chart below displays the average pre and post ratings for all teachers.



The following charts display the individual pre and post scores for each teacher who took part in the programme.



**Teacher: Isle**  
**Year: Nursery**  
**Focus: Physical Development**

**Agreed Goals**

- To be able to differentiate (set with Demi Oct 2016)
- To improve planning (set with Demi Oct 2016)
- To understand the curriculum and what needs to be taught and how children learn (set with Ben Jan 2017)
- To understand assessments and make activities relevant for age group (set with Ben Jan 2017)

**Progress**

From first meeting I went through the module overview for a Nursery class, this immediately highlighted to her what the lesson focuses would be and what the children need to learn (\*physical development matters). Rather than having the children being put through a particular topic i.e. gymnastics, dance. We discussed and she was shown the physical development points relevant to the children of nursery age. This gives Isle an idea and a framework as to what the children need to learn.

Isle has seen how we link these physical development matters to a particular theme, in this case it was animals. She was shown how to make the activities age relevant but at the same time challenging and active.

Isle has also been shown an assessment tool in how to track progress of children in regards to the physical development matters.

\*physical development matters – moving and handling & health and self care

**Further Development**

- To lead and plan sessions using module overview and planning tool

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**Teachers: Suzanne & Ellaine**  
**Year; REC/EYFS**  
**Focus: Physical Development**

**Agreed Goals**

- To be able to plan and lead parts of lessons (set with Demi Oct 2016)
- To be shown different elements of Dance (set with Demi Oct 2016)
- To understand more of the curriculum (set with Ben Jan 2017)
- Improve on planning (set with Ben Jan 2017)

**Progress**

Like Isle both teachers were shown a physical development plan for children of REC age, this again gave them both an idea of what needs to be taught. They were both also shown how we link the lessons to a particular theme in this case we looked at the weather (cross curricular)

Both have planned and delivered sessions using the module overview and planning format (bubbles) that cover the development points and linked them to a theme.

Both have used effective resources and have delivered both warm ups and core activities to the class with confidence.

During activities both have used demonstrations and good use of questioning to show evidence of the children learning.

All activities led by both have been relevant and active as well as challenging.

Both have assisted activities led by my mentor well to show further understanding of the curriculum.

Both have also been shown an assessment tool to track progress.

**Further Development**

- To continue to lead and plan sessions using module overview and planning tool