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Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity

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| --- | --- |
| **Learner Name** |  |
| **Centre name** |  |
| **Course number** |  |
| **Tutor name** |  |



**Delegate Evidence Record**

Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity

Welcome to the Delegate Evidence Record (DER) for the Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity.

The Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity is a nationally recognised qualification that that enables successful delegates to be able be able to support the delivery of physical education, school sport and physical activity (PESSPA) through planning, leading and reviewing activities that contribute to a PESSPA programme.

There is a certain amount of written work associated with the assessment for this course, but your completion of the course should be practical and in the context of your delivery activities/sessions in Physical Education, School Sport and Physical Activity (PESSPA).

**Assessment**

SLQ Sports Leaders has provided this easy-to-use Delegate Evidence Record (DER) for this qualification.

The DER is mandatory\* and uses the following assessments:

* Practical observation
* Questioning of underpinning knowledge – via templates for evidence collation.
* Plans and evaluations completed during the course

Written tasks for assessment

The templates in this DER for written tasks have been designed to gather the minimum evidence necessary for you to show that you can meet the requirements of these theoretical elements of the qualification.

**If you would prefer to use an alternative method of gathering and presenting this evidence, then please feel free.**

For example, you could:

* Create a poster.
* Deliver a short, filmed presentation.
* Record your verbal answers to the questions.
* Use an online application such as jamboard, miro or similar.
* Evidence your learning in another way.

If you choose to record your evidence in an alternative format, you must make sure that:

* It still meets the minimum action requirements.
* It can be submitted to us to be quality assured.
* You reference where the alternative evidence can be found against the appropriate question/task in this workbook.

Competence-based evidence

The practical elements of the qualification, where you are putting your learning into practice by planning, delivering and reviewing PESSPA, will be assessed using the documents below:

* Unit of work planning.
* Risk assessment.
* Assessment Form – Competence-based evidence – for your Tutor/Assessor to complete.

\*Reasonable adjustments can be made for learners who are unable to complete the DER.

**How to use this DER**

This guide gives you a comprehensive outline of the tasks that you are required to complete and be assessed against to meet the Assessment Criteria of the qualification.

Assessment records will need to be kept by your Tutor/Assessor(s) and you are required to keep evidence of the tasks completed to fulfil the requirements of the tasks in the DER.

Important note: Examples given in your completion of the tasks must be anonymous. Do not give any personal information of colleagues, pupils, etc. or give any details or descriptions that would allow someone to be identified.

**Successfully completing the course**

If by the end you have shown that you can meet all the Assessment Criteria for each unit, you will have successfully passed the course and will be awarded the Level 3 Diploma.

On completion of this qualification, you will be able to take on a role to support the delivery of PESSPA programmes in a school to support pupils to:

* Support their **experience** of high quality PESSPA
* **Be active** – physically and mentally
* **Be engaged** in PESSPA in their school and in their communities
* **Keep learning** and pursue their interests and push their skill development
* **Grow** through positive experiences of PESSPA

If you have not met these requirements by the end of the course, your Tutor/Assessor(s) may be able to give you further opportunities to continue your learning and you may successfully pass the course at some stage in the future. These opportunities will only be made available for up to three years after you first started the course.

**Appeals procedure**

If you have any queries regarding an assessment decision speak to your Tutor/Assessor(s) about it. However, if this does not resolve the issue then contact policies@sportsleaders.org and SLQ Sports Leaders will investigate further. If the concern is still not resolved then please follow the process as outlined in our Appeals Policy.

**Delegate Task Evidence and Tutor/Assessor Check List**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **For you to complete** | **Done** | **For your Tutor/Assessor to complete** | **Done** |
| 1 | All tasks in this DER for Unit 1 |  | Assessment and Feedback Form |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 1 |  |
| 2 | All tasks in this DER for Unit 2 |  | Assessment and Feedback Form for Unit 2 |  |
| 3 | All tasks in this DER for Unit 3 |  | Assessment and Feedback Form for Unit 3 |  |
| 4 | All tasks in this DER for Unit 4 |  | Assessment and Feedback Form for Unit 4 |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 4 |  |
| 5 | All tasks in this DER for Unit 5 |  | Assessment and Feedback Form for Unit 5 |  |
| 6 | All tasks in this DER for Unit 6 |  | Assessment and Feedback Form for Unit 6 |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 6 |  |
| 7 | All tasks in this DER for Unit 7 |  | Assessment and Feedback Form for Unit 7 |  |
| 8 | All tasks in this DER for Unit 8 |  | Assessment and Feedback Form for Unit 8 |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 8 |  |
| 9 | All tasks in this DER for Unit 9 |  | Assessment and Feedback Form for Unit 9 |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 9 |  |
| 10 | Demonstrate practically applied parts of the unit |  | Assessment of planning and practical observation for Unit 10 |  |
| 11 | All tasks in this DER for Unit 11 |  | Assessment and Feedback Form for Unit 11 |  |
| Demonstrate practically applied parts of the unit |  | Assessment of planning, practical observation and evaluation for Unit 11 |  |
|  | **All complete?** |  | **All complete?** |  |

**Delegate Authenticity Statement**

**To be completed by the delegate at the end of the course and then to be signed by the Tutor/ Assessor.**

I confirm that the work contained within this portfolio and all evidence associated with the achievement of this qualification is my own work.

I can confirm that the Tutor/Assessor has observed and assessed me demonstrating meeting all practical assessment parts of this qualification.

|  |  |  |  |
| --- | --- | --- | --- |
| **Delegate signature** |  | **Date** |  |
| **Tutor/Assessor signature** |  | **Date** |  |

**Unit 1: Professional development**

This unit looks at the importance of you developing professionally. You will have the chance to consider your strengths and weaknesses and to create an action plan to support the development of identified areas, in order to make you a more effective and successful practitioner.

1.1. Explain the term ‘professional development’ in the context of your job role.

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1.2. In the table below, explain at least one potential benefit of developing professionally in the context of your job role, for each of the identified areas:

|  |  |
| --- | --- |
| You as a practitioner |  |
| The pupils you work with |  |
| Your school |  |

1.3 and 1.4. Identify and explain the impact of six skills and/or behaviours that will be needed to effectively carry out your job role, including either the potential positive impact of being/doing this thing or the potential negative impact of not being/doing this thing. Use real-life examples to support your answer where possible.

|  |  |
| --- | --- |
| Skill or behaviour | Explanation of the impact of this skill/behaviour (e.g. positive impact of being/doing it OR negative impact of not being/doing it) |
|  |  |
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1.5. Describe at least three different organisations and/or opportunities that could help support your professional development.

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2.1. Evaluate at least three tools and/or methods that you could use to identify and measure your own professional skills and behaviours and highlight strengths and areas for development.

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3.1. Explain how essential professional skills used in your in-school job role can be of benefit outside of the school environment (e.g. as a community sports coach, in other coaching, leadership or practical settings, in other job roles etc.).

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3.2. Describe at least 2 ways for each identified setting, in which your own professional development will positively impact children and young people’s access to and enjoyment of PE, sport and physical activity, both in school and in the community.

|  |  |
| --- | --- |
| Setting | Ways your own professional development can positively impact children and young people in this setting |
| In school |  |
|  |
| In the community |  |
|  |

**Unit 1:**  **Professional development**Text

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**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 1. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 1 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see *Assessment of planning and practical observation for Unit 1*).

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the importance of professional development | 1.1 Explain what is meant by professional development |  |  |
| 1.2 Explain why it is important to seek to develop personally and professionally |  |  |
| 1.3 Identify essential professional skills and behaviours that will be needed to effectively carry out their job role |  |  |
| 1.4 Explain the potential impact of identified essential professional skills and behaviours on job role success |  |  |
| 1.5 Describe organisations and opportunities that can support their professional development |  |  |
| 2 – Be able to plan for professional development | 2.1 Evaluate tools and methods that can be used to identify and measure strengths and areas for development |  |  |
| 3 – Know the positive impact of this qualification on physical education, school sport and physical activity provision | 3.1 Explain how in-school professional skills and behaviours can be of benefit in other environments |  |  |
| 3.2 Describe the positive impact for children and young people, of their professional development |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once Unit 1 is assessed and fully achieved** | |
| Tutor/Assessor name |  |
| Date |  |

**Assessment of planning and practical observation for Unit 1**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 2 – Be able to plan for professional development- | 2.2 Audit own professional skills and behaviours at the beginning of the course |  |  |
| 2.3 Create an action plan to improve identified areas for development |  |
| 2.4 Audit own professional skills and behaviours at the end of the course |  |
| 2.5 Plan for the ongoing, longer term development of professional skills and behaviours |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once Unit 1 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 2: Schools as organisations**

Although all schools and educational establishments have the same fundamental aims; to provide their students with quality educationally-based experiences to support them achieving their best, they will all do this in different ways, as dictated by a wide range of factors. In this unit you will look at the different types of school before focussing on one in particular. For your identified school you will be asked to explore their aims and ethos, vision and mission and policies and procedures, as well as the impact of these on the delivery of physical education, school sport and physical activity within that organisation.

1.1 Select four educational establishments from the list in the specification and complete the table below to describe the characteristics of each one.

|  |  |  |
| --- | --- | --- |
| Description of the selected educational establishment | Student demographics (e.g. academic ability, behaviour, special needs etc.) | Style of teaching and learning (e.g. support needs, expectations, approach etc.) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1.2. Describe three education-based options for young people aged 16+.

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2.1 Outline the key aims and elements of the curriculum across all stages, from early years to KS5 (e.g. broad and balanced curriculum, core subjects, foundation subjects, PSHE etc.).

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|  |

2.2. For either primary or secondary, describe the Physical Education curriculum, including its:

* Overall aims
* Programme of study including
  + purpose
  + aims
  + standards
  + attainment targets

|  |
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2.3 For your chosen setting, evaluate the impact that the National Curriculum has on the delivery of PESSPA, using real-life examples to support your evidence where possible.

|  |
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|  |

3.1. For your school, identify the staffing structure. You can draw it below, or attach a diagram showing this information.

|  |
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|  |

3.2 and 3.3. Using your school as an example, describe the roles and responsibilities of the school staff/ representatives in the table below and the roles and responsibilities of any three external agencies who might work with pupils/schools.

|  |  |
| --- | --- |
| School Governors |  |
| Senior Management Team |  |
| Other statutory roles (e.g. SENCO) |  |
| PE Subject Lead/Head of Department |  |
| Teachers |  |
| Support staff |  |
| External agencies who support schools – select three of your choice | |
|  |  |
|  |  |
|  |  |

3.4. Select two of the external agencies you identified in the table above, and use practical examples to explain the impact they have had on the delivery of PESSPA in your school.

|  |  |
| --- | --- |
| External agency | Impact of this external agency on PESSPA delivery in your school |
|  |  |
|  |  |

4.1. Explain why it is important that a school develops their own policies and procedures.

|  |
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|  |

4.2. Using real life examples where possible, summarise some of the policies and procedures in place within your school, including one related to each of the areas identified in the table below.

|  |  |  |
| --- | --- | --- |
| Policy area | Named Policy/procedure | Summary of this policy/procedure |
| Staff |  |  |
| Health and safety |  |  |
| Child protection |  |  |
| Equality, diversity and inclusion |  |  |
| Parental engagement |  |  |
| First aid |  |  |
| Curriculum |  |  |
| Teaching and learning |  |  |

4.3. Using your school as an example as appropriate, evaluate the process that schools go through to develop and communicate their policies and procedures.

|  |
| --- |
| Evaluation of the way in which schools develop policies and procedures: |
| Evaluation of the way in which schools share their policies and procedures with stakeholders: |

5.1. Using your school as an example, define the terms:

|  |  |
| --- | --- |
| Ethos |  |
| Mission/vision |  |
| Aims |  |
| Values |  |

5.2. Explain how the ethos, mission, aims and values of a school may be reflected in its day to day working practices, using real life examples.

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5.3. Using real-life examples as appropriate, evaluate the way/s in which your school communicates its ethos, mission, aims and values to students, staff, parents and other stakeholders.

|  |
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6.1. Using real life examples, explain at least four ways in which current policy impacts on the day to day work of a school, including each area identified in the table below.

|  |  |
| --- | --- |
| Legislation |  |
| National policies |  |
| Regulatory bodies (e.g. the health and safety executive) |  |
| School-specific bodies (e.g. governors) |  |

6.2. Summarise the roles and responsibilities of both national and local government for education policy and practice.

|  |  |
| --- | --- |
| National government | Local government |
|  |  |

**Unit 2:**  **Schools as organisations**Text

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**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 2. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 2 evidence templates above or through any other evidence generated and added to this DER.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Know the structure of the school education system | 1.1 Explain the characteristics of different types of schools |  |  |
| 1.2 Describe education-based options for young people aged 16 years old and older |  |  |
| 2 – Understand the physical education curriculum | 2.1 Outline what is included in the curriculum across all stages of education |  |  |
| 2.2 Describe the physical education curriculum |  |  |
| 2.3 Evaluate the impact of the physical education curriculum on the delivery of PESSPA |  |  |
| 3 – Understand how schools are organised in terms of roles and responsibilities | 3.1 Outline the staffing structure at an identified school |  |  |
| 3.2 Describe the roles and responsibilities of school staff |  |  |
| 3.3 Describe how and why external agencies might work with pupils and schools |  |  |
| 3.4 Explain the impact of identified external organisations on the delivery of PESSPA |  |  |
| 4 – Know the purpose of school specific policies and procedures | 4.1 Explain the need for schools to develop their own policies and procedures |  |  |
| 4.2 Summarise the policies and procedures schools have |  |  |
| 4.3 Evaluate how school policies and procedures may be developed and communicated |  |  |
| 5 – Understand school ethos, mission, aims and values | 5.1 Define what is meant by a school’s ethos, mission, aims and values |  |  |
| 5.2 Explain how the ethos, mission, aims and values of a school may be reflected in its working practices |  |  |
| 5.3 Evaluate methods of communicating a school’s ethos, mission, aims and values |  |  |
| 6 – Understand the impact of current policy on physical education, school sport and physical activity | 6.1 Explain ways in which current policy impacts on the day to day implementation of PESSPA |  |  |
| 6.2 Summarise the roles and responsibilities of national and local government for education policy and practice |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| --- | --- |
| **Tutor Assessor to sign-off once Unit 2 is assessed and fully achieved** | |
| Tutor/Assessor name |  |
| Date |  |

**Unit 3: Principles of Teaching Physical Education, School Sport and Physical Activity**

This unit explores the key principles of delivering quality physical education, school sport and physical activity, such as being able to communicate, organise and motivate effectively. You’ll also study teaching and learning strategies and styles and the impact of these on the planning and delivery of sessions.

1.1. Explain at least eight important skills and behaviours that a deliverer requires to deliver a high quality physical education curriculum.

|  |  |
| --- | --- |
| Skill/behaviour | Explanation as to why this is important |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1.2. In the table below, explain why it is important, in a PESSPA setting, to build effective relationships with each identified group.

|  |  |
| --- | --- |
| Pupils |  |
| Peers/colleagues |  |
| Other stakeholders |  |

1.3. Using examples, explain at least three reasons why effective communication is key to the delivery of a successful PESSPA programme.

|  |
| --- |
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|  |

1.4. In the table below, describe three different communication methods that can be used to share messages related to the PESSPA programme with others.

|  |
| --- |
|  |
|  |
|  |

1.5. In the table below, describe three possible negative outcomes that could result from PESSPA related messages not being shared with necessary people/groups.

|  |
| --- |
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|  |
|  |

1.6. Explain at least three reasons why organisation is key to successful PESSPA planning and delivery, using real life examples where possible.

|  |
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|  |

1.7. Using real-life examples, evaluate at least four different methods of motivating pupils during practical PESSPA sessions.

|  |  |  |
| --- | --- | --- |
| Method of motivating | Pros (inc. real-life examples where possible) | Cons (inc. real-life examples where possible) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2.1. Explain each of the teaching and learning strategies on the Mosston and Ashworth continuum, as identified in the table below, in relation to key learning considerations such as:

* Pupil age
* Pupil ability
* Type of lesson (e.g. Curriculum, extra-curricular, team practice, participative etc.)
* Lesson outcomes
* Safety

|  |  |
| --- | --- |
| Teaching and learning strategy | Explanation of this step in relation to key learning considerations |
| Command |  |
| Practice |  |
| Reciprocal |  |
| Self-check |  |
| Inclusion |  |
| Guided discovery |  |
| Problem solving |  |
| Individual programme |  |
| Learner initiatives |  |
| Self-teaching |  |

2.2. Analyse the impact of teaching and learning strategies combined with selected teaching styles on the effectiveness of PESSPA provision, by completing the table below.

|  |
| --- |
| Analyse links between the teaching style a deliverer adopts, and the stage a pupil is at on the Mosston and Ashworth teaching and learning continuum, and how this can effect PESSPA delivery |
|  |
| Analyse the importance of progressive teaching and learning strategies for effective PESSPA provision |
|  |
| Explain the gateway to learning and its impact on effective PESSPA delivery |
|  |

2.3. Describe the potential impact on teaching and learning, of the following four learning styles identified in the table below.

|  |  |
| --- | --- |
| Visual |  |
| Auditory |  |
| Reading / writing |  |
| Kinaesthetic |  |

2.4. Explain the ways in which a multimode approach could positively impact pupils’ understanding, enjoyment and success in PESSPA.

|  |
| --- |
|  |

2.5. Describe at least two ways in which you could identify pupils’ preferred leaning styles/channels.

|  |
| --- |
|  |
|  |

3.1. Explain ways in which participation in PESSPA can have positive benefits for:

|  |  |
| --- | --- |
| Individuals |  |
| Groups |  |
| School and its community |  |

3.2. Explain the ways in which positive PESSPA experiences can impact attitudes to and the likelihood of ongoing commitment to regular participation.

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**Unit 3:**  **Principles of teaching physical education, school sport and physical activity**Text

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**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 3. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 3 evidence templates above or through any other evidence generated and added to this DER.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the skills and behaviours needed to teach physical education, school sport and physical activity | 1.1 Explain key skills and behaviours that will be necessary to deliver a high quality physical education curriculum |  |  |
| 1.2 Explain the importance of building effective relationships, in a PESSPA setting |  |  |
| 1.3 Explain why effective communication is key to successful PESSPA delivery |  |  |
| 1.4 Describe a range of communication methods that can be used to share messages |  |  |
| 1.5 Describe what could be the negative outcomes of not communicating effectively with pupils |  |  |
| 1.6 Explain why organisation is key to successful programme planning and delivery |  |  |
| 1.7 Evaluate ways of motivating pupils during practical sessions |  |  |
| 2 – Understand teaching and learning strategies and preferred learning styles | 2.1 Explain teaching and learning strategies in relation to key lesson factors |  |  |
| 2.2 Analyse the impact of teaching and learning strategies and teaching styles on high quality PESSPA provision |  |  |
| 2.3 Describe the potential impact on teaching and learning of common learning styles |  |  |
| 2.4 Explain the importance of a multimode approach when considering preferred learning styles |  |  |
| 2.5 Describe methods of identifying pupils’ preferred learning styles |  |  |
| 3 – Understand the benefits of physical education, school sport and physical activity | 3.1 Explain the positive impact PESSPA can have on the health and well-being of individuals, groups and the school and its community |  |  |
| 3.2 Explain the link between positive PESSPA experiences and lifelong attitudes to physical activity participation |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once Unit 3 is assessed and fully achieved** | |
| Tutor/Assessor name |  |
| Date |  |

**Unit 4: Supporting child and young person development**

An understanding of the ways in which children and young people develop: physically, socially and emotionally, will provide the cornerstone for planning and delivering appropriate sport and physical activity opportunities. This unit focusses on the characteristics of child and young person development; both how this can be monitored and its impact on sessions and programmes within school. You will also be asked to consider the role that school sport and physical activity plays in supporting the personal development of children and young people.

1.1. With reference to the physical education curriculum where appropriate, describe characteristics and milestones of child and adolescent development in:

|  |  |
| --- | --- |
| Infancy (birth to 1 year) |  |
| Early years (1 to 3 years) |  |
| Childhood (4 to 7 years) |  |
| Puberty (8 to 12 years) |  |
| Adolescence (13 to 16 years) |  |

1.2. Explain the difference between the ‘sequence of development’ and the ‘rate of development’ during childhood and adolescence, and explain why it’s important as a PE deliverer, to appreciate this difference.

|  |
| --- |
| Explain the difference between the ‘sequence of development’ and the ‘rate of development’ during childhood and adolescence |
|  |
| Explain why it’s important as a PE deliverer, to appreciate this difference |
|  |

1.3. Outline the recommended physical activity guidelines for children and young people and disabled children and young people, as recommended by the Chief Medical Officer.

|  |
| --- |
| Children and young people |
|  |
| Disabled children and young people |
|  |

1.4. Describe the cognitive, affective and psychomotor (head, heart, hands) domains in terms of national curriculum expectations for two stages of education (e.g. Key Stage 2) of your choice.

|  |  |  |
| --- | --- | --- |
| 1st choice stage of education |  | |
| Head | Heart | Hands |
|  |  |  |
| 2nd choice stage of education |  | |
| Head | Heart | Hands |
|  |  |  |

1.5. Explain the importance of planning and delivering activities which engage all pupils’ head, heart and hands.

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2.1. Explain at least five different factors - including both biological and external – that can influence children and young people’s development.

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2.2. Explain how the identified theories of development and educational frameworks identified below influence current practice,

|  |  |
| --- | --- |
| Theory of development | Explanation of how this influences current practice |
| Associationist (learning as activity) |  |
| Cognitive perspective (achieving understanding) |  |
| Situative (learning as social practice) |  |

3.1. Explain at least three different ways that children and young people’s development can be monitored.

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3.2. Explain at least three reasons why a child or young person’s development might not follow the expected rate of progress.

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3.3. Explain why any speech, language and/or communication delays or disorders should be identified in a timely manner.

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3.4. Using real-life example where possible, describe ways in which multi agency teams might work together to support children and young people with speech, language and/or communication delay or disorder.

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3.5. Explain how periods of transition, such as school transition (e.g. one school or key stage to another) or home life change can affect children and young people’s development.

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3.6. Explain, using examples where possible, ways in which intervention at or through the school can support children and young people who are not developing at the expected rate.

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|  |

4.1. Define ‘personal development’ in terms of character and behaviours.

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4.2 and 4.3. In the table below, identify five essential skills that will be important to children and young people as they progress through school and into employment, and explain how each may be important in the three identified areas.

|  |  |  |  |
| --- | --- | --- | --- |
| Essential skill | Importance in school | Importance at home (e.g. family, friends) | Importance for future employment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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4.4. Explain why it’s important that children and young people are aware of these essential skills and appreciate their importance now and for the future.

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|  |

4.5. Outline at least three ways in which you can support the development of essential skills in the children and young people you encounter in the school environment.

|  |  |  |
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**Unit 4:**  **Principles of teaching physical education, school sport and physical activity**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 4. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 4 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see *Assessment of planning and practical observation for Unit 4*).

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 - Understand characteristics of child development at different stages | 1.1 Describe the fundamental characteristics and milestones of child development at different stages |  |  |
| 1.2 Explain the difference between sequence of development and rate of development and why the difference is important |  |  |
| 1.3 Outline the physical activity guidelines for children and young people |  |  |
| 1.4 Describe cognitive, affective and psychomotor domains in relation to national curriculum |  |  |
| 1.5 Explain the importance of considering the domains when planning and delivering sessions |  |  |
| 2 – Understand the impact of factors that influence children and young people’s development | 2.1 Explain how children and young people’s development is influenced by a range of biological and external factors |  |  |
| 2.2 Explain the three basic theories of development  and how each theory of development influences current practice |  |  |
| 3 – Understand how to monitor and support children and young people’s development | 3.1 Explain how to monitor children and young people’s development |  |  |
| 3.2 Explain why children and young people’s development may not follow the expected rate of progress |  |  |
| 3.3 Explain the importance of timely identification of speech, language and communication delays and disorders |  |  |
| 3.4 Describe how multi agency teams might work together to support speech, language and communication |  |  |
| 3.5 Explain how transition can affect children and young people’s development |  |  |
| 3.6 Explain how intervention can promote positive outcomes for children and young people where development is not following the expected rate of progress |  |  |
| 4 - Understand the importance of supporting the personal development of children and young people | 4.1 Define the term ‘personal development’ |  |  |
| 4.2 Explain the importance of personal development |  |  |
| 4.3 Identify essential skills that support personal development |  |  |
| 4.3 Explain why identified essential skills will be important as children and young people progress through life |  |  |
| 4.4 Explain why it’s important that children and young people are aware of the value of these essential skills |  |  |
| 4.5 Outline ways in which the development of children and young people’s essential skills can be supported |  |  |

|  |  |
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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

**Assessment of planning and practical observation for Unit 4**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 5 - Be able to support the development of children and young people’s essential skills | 5.1 Share information with children and young people regarding essential skills and their importance for life and future employment |  |  |
| 5.2 Help children and young people plan to develop their essential skills |  |
| 5.3 Support the development of children and young people’s essential skills |  |

|  |  |
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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| **Tutor Assessor to sign-off once the Unit 4 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 5: Safeguarding children and young people in physical education, school sport and physical activity**

Ensuring that students are protected from harm is the most important responsibility that a school has. This unit focusses on safeguarding policies and procedures and the impact of these on the planning and delivery of safe school sport and physical activity.

1.1. In the table below, define the following key terms related to child protection.

|  |  |
| --- | --- |
| Safe practice |  |
| Safeguarding |  |
| Child protection |  |
| Child welfare |  |
| First aid |  |

1.2. Explain child protection within the wider context of safeguarding children and young people.

|  |
| --- |
|  |

1.3. Explain why it is important that children and young people are protected from harm within the school setting, for those groups identified in the table below.

|  |  |
| --- | --- |
| The child or young person |  |
| The school |  |
| The staff |  |

2.1. Explain, using two examples, how safeguarding related legislation impacts PESSPA.

|  |  |
| --- | --- |
| Selected safeguarding legislation | Explanation as to how this legislation impacts PESSPA |
|  |  |
|  |  |

2.2. Using real-life examples where possible, explain the impact of at least thre different organisational policies and/or procedures, on the delivery of PESSPA.

|  |  |
| --- | --- |
| Selected organisational policy/procedure | Explanation as to how this policy/procedure impacts PESSPA |
|  |  |
|  |  |
|  |  |

2.3. Describe steps you will take to meet your personal safeguarding responsibilities, to ensure the well-being of children and young people you come into contact with.

|  |
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|  |

2.4. For the types of abuse listed in the table below, describe the possible signs and/or symptoms that may be of concern regarding a child or young person’s welfare.

|  |  |
| --- | --- |
| Neglect |  |
| Physical abuse |  |
| Sexual abuse |  |
| Emotional abuse |  |
| Bullying |  |
| Poor practice |  |

2.5. Outline the steps you would take if you are concerned for a child or young person’s welfare, ensuring this is in line with organisational policy and procedures.

|  |
| --- |
|  |

2.6. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected.

|  |
| --- |
|  |

2.7. Explain steps you will take to ensure you personally are protected from accusations or safeguarding incidents both within the school and off-site.

|  |  |
| --- | --- |
| In school |  |
| Off site |  |

2.8. For your school or another identified organisation, outline the policies and procedures regarding.

|  |  |
| --- | --- |
| Data protection |  |
| Bullying |  |
| Online safety |  |

2.9. Describe ways in which you can support and encourage adherence to organisational policies and procedures regarding bullying, data protection and online safety within the PESSPA environment and/or within your role supporting PE delivery.

|  |
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|  |

2.10 Describe steps you would take if you were concerned about the performance of a colleague, showing how you would follow organisational procedure where possible.

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|  |

2.11. Explain how serious case reviews can inform practice, using at least 2 examples to support your evidence.

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3.1. Explain what is meant by a ‘child or young person centred approach’ and explain why this is important for the safety and welfare of pupils.

|  |
| --- |
| Explain what is meant by a ‘child or young person centred approach’ |
|  |
| Explain why a child or young person centred approach is important for the safety and welfare of pupils |
|  |

3.2 Explain what ‘partnership working’ might look like in relation to safeguarding, using real-life examples where possible.

|  |
| --- |
|  |

3.3. Describe the roles and responsibilities of at least three different agencies or organisations that may be involved when there are concerns for the safety or welfare of a child or young person.

|  |
| --- |
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|  |

4.1. Use real-life examples to describe the ways in which you can work with children and young people to build self-confidence and self-esteem.

|  |
| --- |
|  |

4.2. Describe the role that you can play in recognising and highlighting concerns you may have regarding a child or young person’s mental health. You might like to make reference to school policies and procedures where relevant.

|  |
| --- |
|  |

4.3. Describe at least three signs that may be of cause for concern regarding a child or young person’s mental health.

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| --- |
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4.4. Explain why it is important to work alongside children and young people to support their development of emotional resilience and mental well-being.

|  |
| --- |
|  |

4.5. Explain at least three potential risks and the possible consequences of these, of young people being online and using mobile devices.

|  |  |
| --- | --- |
| Potential risk | Possible consequences |
|  |  |
|  |  |
|  |  |

4.6. Describe at least three ways of reducing the risks to children and young people of using social networks and accessing the internet.

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**Unit 5: Safeguarding children and young people in physical education, school sport and physical activity**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 5. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 5 evidence templates above or through any other evidence generated and added to this DER.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the support teacher’s role in safeguarding children and young people | 1.1 Define key elements of child protection |  |  |
| 1.2 Explain child protection within the wider context of safeguarding children and young people |  |  |
| 1.3 Explain why it is important to ensure children and young people are protected from harm within the school setting |  |  |
| 2 – Understand organisational safeguarding policies and procedures | 2.1 Explain how key legislation, relevant to the safeguarding of children and young people, impacts PESSPA |  |  |
| 2.2 Explain the impact of organisational policies and procedures on the delivery of PESSPA |  |  |
| 2.3 Describe ways in which they can meet their safeguarding responsibilities |  |  |
| 2.4 Describe the possible signs and symptoms that may be of concern regarding a child or young person’s welfare |  |  |
| 2.5 Outline the steps to take, in line with organisational policies and procedures, if harm is alleged or suspected |  |  |
| 2.6 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged |  |  |
| 2.7 Explain action that can be taken to protect themselves from safeguarding incidents |  |  |
| 2.8 Outline organisational policy and procedures regarding data protection, bullying and online safety |  |  |
| 2.9 Describe ways in which safeguarding policies and procedures can be reinforced to support and encourage adherence to organisational policies and procedures around bullying, data protection and online safety within a PESSPA environment |  |  |
| 2.10 Describe ways in which concerns about poor practice can be reported |  |  |
| 2.11 Explain how serious case reviews inform practice |  |  |
| 3 – Understand the importance of working in partnership with other organisations to safeguard children and young people | 3.1 Explain the importance of a child or young person-centred approach |  |  |
| 3.2 Explain what is meant by partnership working in the context of safeguarding |  |  |
| 3.3 Describe the roles and responsibilities of organisations that may be involved when there are concerns for a child or young person’s welfare |  |  |
| 4 – Understand how to work with children and young people to support their wellbeing | 4.1 Describe ways support staff can work with children and young people to build self-confidence and self-esteem |  |  |
| 4.2 Describe the role of support staff in recognising the signs of mental health concerns in children and young people |  |  |
| 4.3 Describe signs of possible mental health concerns in children and young people |  |  |
| 4.4 Explain the need to work with children and young people to enable them to develop emotional resilience and mental wellbeing |  |  |
| 4.5 Explain risks and possible consequences for children and young people of being online and using digital mobile devices |  |  |
| 4.6 Describe ways of reducing risk to children and young people from social networking and internet use |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once Unit 5 is assessed and fully achieved** | |
| Tutor/Assessor name |  |
| Date |  |

**Unit 6: Maintaining health and safety in physical education, school sport and physical activity**

This unit covers the more practical elements of planning and delivering safe physical education, school sport and physical activity sessions, including risk assessment and emergency action planning.

1.1. Identify legislation that your school adheres to, in order to fulfil its health and safety requirements.

|  |
| --- |
|  |

1.2. Explain, using real life examples, school-based policies and procedures relating to accidents, incidents, illness and emergencies.

|  |
| --- |
|  |

1.3. Explain at least two reasons why it’s important that health and safety is maintained within the school environment.

|  |  |
| --- | --- |
|  |  |

1.4. Explain why it’s important that the rights and choices of children and young people, do not outweigh health and safety requirements.

|  |
| --- |
|  |

1.5. Outline, with regard to the management of medication: organisational policies and procedures and own responsibilities.

|  |
| --- |
| Organisational policies and procedures regarding the management of medication: |
|  |
| Own responsibilities regarding the management of medication: |
|  |

2.1. Explain the importance of both risk assessment prior to the session and dynamic risk assessment during the session, for optimising the safety of pupils, spectators and deliverers.

|  |  |
| --- | --- |
| Explain the importance of a risk assessment prior to the session | Explain the importance of dynamic risk assessment during the session |
|  |  |

2.2. Identify at least six risks or hazards present in a PESSPA environment.

|  |  |
| --- | --- |
|  |  |
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2.3. Outline the steps you would take to ensure the safety of pupils during practical sessions, including what you would do before, during and after the session.

|  |  |
| --- | --- |
| Before |  |
| During |  |
| After |  |

2.4. Explain specific action you would take to ensure the safety of all concerned when delivering ‘higher risk’ activities and sessions such as trampolining, javelin, using gymnastics equipment etc.

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| --- |
|  |

2.5. Using real-life examples where possible, analyse the link between setting and managing ground rules and maintaining a safe working environment.

|  |
| --- |
|  |

2.6. Describe when and how an Emergency Action Plan (EAP) would be used and the elements that make up an EAP.

|  |  |
| --- | --- |
| An EAP would be used when… |  |
| An EAP would be used to… |  |
| An EAP might include these elements: |  |

2.7. Referring to organisational procedures, describe how you would respond to the following situations during a PESSPA session.

|  |  |
| --- | --- |
| Accidents |  |
| Illness |  |
| Injury |  |
| Emergencies |  |

**Unit 6:**  **Maintaining health and safety in physical education, school sport and physical activity**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 6. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 6 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see Practical Observation Form).

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the importance of supporting children and young peoples’ health and safety | 1.1 Identify legislation in relation to health and safety in a learning environment |  |  |
| 1.2 Explain school-based policies and procedures relating to accidents, incidents, emergencies and illness |  |  |
| 1.3 Explain why it’s important that health and safety is monitored and maintained in the learning environment |  |  |
| 1.4 Explain why it is important to take a balanced approach to risk management |  |  |
| 1.5 Outline how the organisation manages the administration of medication |  |  |
| 2 – Understand how to plan and deliver safe practical sessions | 2.1. Explain the importance of a risk assessment for the planning and delivery of safe PESSPA |  |  |
| 2.2 Identify potential risks and hazards in a PESSPA environment |  |  |
| 2.3 Outline practical steps that can be taken to optimise safety before, during and after a session |  |  |
| 2.4 Explain action that can be taken to optimise safety during potential ‘higher risk’ activities and sessions |  |  |
| 2.5 Analyse the link between the setting and management of ground rules and session safety |  |  |
| 2.6 Describe the contents and use of an Emergency Action Plan (EAP) |  |  |
| 2.7 Describe how to respond to accidents, illness, injury or other emergencies |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

**Assessment of planning and practical observation for Unit 6**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 3 – Be able to recognise and mitigate risk to maintain a safe teaching and learning environment | 3.1 Complete, and take action considering a risk assessment prior to session delivery |  |  |
| 3.2 Set and enforce ground rules and manage behaviour to maximise safe session delivery |  |
| 3.3 Manage the delivery of a session to maximise the safety of all involved |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once the Unit 6 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 7: Implementing principles of diversity and inclusion in physical education, school sport and physical activity**

In this unit you’ll explore the principles of inclusion, understanding the impact of diverse learning needs and previous experiences on session and programme planning and delivery. This unit also focusses on meeting the needs of pupils who require greater stretch and challenge, as well as those who may require additional or alternative support to manage their behaviour.

1.1. Define the terms ‘diversity’ and ‘inclusion’.

|  |  |
| --- | --- |
| Diversity |  |
| Inclusion |  |

1.2. Outline each of the recognised protected characteristics identified in the table below.

|  |  |
| --- | --- |
| Age |  |
| Disability |  |
| Gender reassignment |  |
| Marriage and Civil partnership |  |
| Pregnancy and maternity |  |
| Race |  |
| Religion or belief |  |
| Sex |  |

1.3. Explain why it’s important to acknowledge and respect the specific needs and rights of every individual, using PESSPA specific examples to support your answer if possible.

|  |
| --- |
|  |

1.4. Explain the link between diversity and inclusive practice and the principles of inclusion, including:

|  |  |
| --- | --- |
| Explain the link between diversity and the need for inclusive practice | |
|  | |
| Explain principles of inclusion, including: | |
| Equity |  |
| Access |  |
| Opportunities |  |
| Rights |  |

2.1. Outline the use of the following in planning sessions which are inclusive.

|  |  |
| --- | --- |
| Baselining |  |
| Use of the inclusion spectrum |  |
| Following accepted guidelines |  |
| Adaptation to activity, equipment, environment |  |
| Staff/pupils ratio |  |
| Safety procedures |  |
| Awareness of protected characteristics where appropriate |  |

2.2. Outline the use of the following in the delivery of sessions which are inclusive.

|  |  |
| --- | --- |
| Delivery approach |  |
| Appropriate communication |  |
| Dynamic adaptation |  |
| Session management |  |
| Use of support staff |  |

2.3. Outline the ways in which reviewing the tools and strategies you have used to optimise inclusivity in your activities/session, can support your development in this area.

|  |
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|  |

3.1. Explain the potential impact that pupil behaviour can have on the success and effectiveness of PESSPA sessions.

|  |
| --- |
|  |

3.2. Explain the importance of identifying pupils who may require additional or individual support or who may present challenging behaviour.

|  |
| --- |
|  |

3.3. Describe at least 2 different ways in which you could recognise pupils who may require additional or individual support to meet expected standards of behaviour.

|  |  |
| --- | --- |
|  |  |

3.4. Describe at least 3 intervention strategies that could encourage positive behaviour and reduce behaviour that challenges.

|  |
| --- |
|  |
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|  |

4.1. Explain why it’s important to identify those pupils who might require greater stretch and challenge, considering the impact on both the pupils and the session.

|  |  |
| --- | --- |
| Impact on pupils |  |
| Impact on the session |  |

4.2. Describe how to recognise those pupils who may require additional stretch and challenge within the school’s PESSPA offer.

|  |
| --- |
|  |

4.3. Explain how you can plan suitable learning activities and opportunities which meet individual needs.

|  |
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|  |

**Unit 7: Implementing principles of diversity and inclusion in physical education, school sport and physical activity**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 7. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 7 evidence templates above or through any other evidence generated and added to this DER.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the principles of diversity and inclusion in physical education, school sport and physical activity | 1.1 Define the terms diversity and inclusion |  |  |
| 1.2 Outline recognised protected characteristics |  |  |
| 1.3 Explain why it’s important to acknowledge and respect that individuals have needs and rights |  |  |
| 1.4 Explain the principles of diversity and inclusion and how they support effective learning for all |  |  |
| 2 – Know how to plan, deliver and review inclusive sessions | 2.1 Outline planning considerations to meet diverse learning needs |  |  |
| 2.2 Outline ways in which session delivery can support diverse learning needs |  |  |
| 2.3 Outline ways in which reviewing inclusive strategies can support professional development |  |  |
| 3 – Know how to manage behaviour for inclusion | 3.1 Explain the potential impact of pupil behaviour on the success and effectiveness of PESSPA sessions |  |  |
| 3.2 Explain why it’s important to identify pupils who may require additional or individual support to meet expected standards of behaviour |  |  |
| 3.3 Describe how to recognise those pupils who may require additional or individual support to meet expected standards of behaviour |  |  |
| 3.4 Describe intervention strategies that could be used to encourage positive behaviour and reduce behaviour that challenges |  |  |
| 4 – Know how to meet the needs of pupils who require greater stretch and challenge | 4.1 Explain the importance of identifying and catering for pupils who require greater stretch and challenge |  |  |
| 4.2 Describe how pupils who require greater stretch and challenge might be recognised |  |  |
| 4.3 Explain how to plan acceleration, extension or enrichment activities that meet pupil needs |  |  |

|  |  |
| --- | --- |
| Comments and feedback to delegate |  |
| Follow up (if required) |  |

|  |  |
| --- | --- |
| **Tutor Assessor to sign-off once Unit 7 is assessed and fully achieved** | |
| Tutor/Assessor name |  |
| Date |  |

**Unit 8: Supporting assessment for learning in physical education**

Making assessment decisions which are accurate, valid and reliable is a key role of any practitioner. In this unit, you’ll explore assessment for learning, before having to demonstrate that you can use assessment tools and strategies to inform your planning and delivery of high quality sessions.

1.1. Compare and contrast the roles and responsibilities that a teacher has with regard to assessment, compared to a learning support practitioner.

|  |  |
| --- | --- |
| PE teacher’s assessment responsibilities | Learning support practitioner assessment responsibilities |
|  |  |

1.2. Describe the purpose and uses of formative and summative assessment using real-life examples to illustrate your answer.

|  |  |
| --- | --- |
| Formative assessment | |
| Purpose | Uses |
|  |  |
| Summative assessment | |
| Purpose | Uses |
|  |  |

1.3. Describe the following characteristics of assessment for learning:

|  |  |
| --- | --- |
| The role of assessment in teaching and learning |  |
| National curriculum expectations |  |
| Sharing of success criteria |  |
| Types of assessment (e.g. self, peer etc.) |  |
| The use of feedback |  |

1.4. Explain the importance and at least 4 benefits of assessment for learning. You might like to select four from the list below:

|  |  |
| --- | --- |
| * Ongoing information provided for learning * Informing next steps * Recognising success * Growth mindset * Identifying, narrowing, closing gaps | * Greater progress * Higher standards * Inclusive practice * Self-esteem |
|  |  |
|  |  |

1.5. Explain at least three ways in which assessment for learning can contribute to future session planning. You might want to consider the elements highlighted below in your answers:

|  |  |
| --- | --- |
| * Recognising success * Identifying problem/weaker areas * Identifying mastery * Individual pupil achievement | * Supporting individual needs * Obtaining feedback * Promoting retention * Progress or lack of progress in a lesson |
|  | | |
|  | | |
|  | | |

**Unit 8: Supporting assessment for learning in physical education**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 8. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 8 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see Practical Observation Form).

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the purpose and characteristics of assessment for learning | 1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of pupils’ achievements |  |  |
| 1.2 Describe formative and summative assessment |  |  |
| 1.3 Describe the characteristics of assessment for learning |  |  |
| 1.4 Explain the importance and benefits of assessment for learning |  |  |
| 1.5 Explain how assessment for learning can contribute to planning for future learning |  |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

**Assessment of planning and practical observation for Unit 8**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

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| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 2 – Be able to use assessment for strategies to promote learning | 2.1 Obtain the information required to support assessment for learning |  |  |
| 2.2 Use appropriate language, terminology and examples to share personalised learning goals for assessing pupil progress |  |
| 2.3 Use assessment opportunities and strategies to gain information and make judgements about how well pupils are engaged and progressing |  |
| 2.4 Provide constructive feedback to pupils |  |
| 2.5 Provide opportunities and encouragement for pupils to improve upon their work |  |
| 3 – Be able to support pupils in reviewing their learning strategies and achievements | 3.1 Use information gained from monitoring pupil participation and progress |  |
| 3.2 Listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning |  |
| 3.3 Support pupils in using peer assessment and self- assessment to review their learning achievements |  |
| 3.4 Support pupils to be actively involved in reviewing their own preferences and achievements |  |
| 4 – Be able to contribute to reviewing assessment for learning | 4.1 Provide feedback to teaching colleagues and/or other relevant stakeholders |  |  |
| 4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| **Tutor Assessor to sign-off once Unit 8 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 9: Planning a physical education, school sport and physical activity unit of work**

Thorough planning and preparation is the key to successful delivery. This unit gives you the chance to explore why planning is so important and the steps you might take to ensure your activities and sessions meet what is needed by the school, PE programme and pupils.

1.1. Define the phrase ‘quality provision’ in relation to PESSPA.

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1.2. Explain why it is so important that children and young people have access to high quality PE, school sport and physical activity.

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1.3. Outline six elements that must be established and considered prior to unit/session planning.

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1.4. Analyse the link between thorough and effective planning and the provision of high quality PESSPA experiences.

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**Unit 9: Planning a physical education, school sport and physical activity unit of work**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 9. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 9 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see *Assessment of planning and practical observation for Unit 9*).

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| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the link between thorough planning and quality physical education, school sport and physical activity provision | 1.1 Define what is meant by ‘quality provision’ |  |  |
| 1.2 Explain the importance of providing children and young people with high quality PESSPA provision |  |  |
| 1.3 Outline key planning factors |  |  |
| 1.4 Analyse the link between thorough and effective planning and the provision of high quality PESSPA experiences |  |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

**Assessment of planning and practical observation for Unit 9**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

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| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 2 – Be able to plan a physical education programme | 2.1 Liaise with teaching colleagues and other relevant stakeholders to establish the unit of work’s position in the overall physical education programme |  |  |
| 2.2 Establish intentions and outcomes for a unit of work |  |
| 2.3 Collect information needed to plan the unit of work |  |
| 2.4 Create a unit of work plan |  |
| 2.5 Select and prepare learning resources relevant to identified pupil needs |  |
| 2.6 Develop contingency plans to address a variety of scenarios |  |
| 2.7 Record plans in an appropriate format |  |
| 2.8 Share plans with teaching colleagues |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| **Tutor Assessor to sign-off once the Unit 9 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 10: Delivering a physical education, school sport and physical activity unit of work**Text

Description automatically generated with medium confidence

**Assessment of planning and practical observation for Unit 10**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

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| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 1 – Be able to prepare for delivery of a physical education, school sport and physical activity unit of work | 1.1 Share unit and session information with others as necessary |  |  |
| 1.2 Prepare and coordinate any required resources |  |
| 1.3 Ensure facilities and equipment are available and suitable for use |  |
| 1.4 Ensure health and safety and safeguarding principles are understood and accounted for |  |
| 2 – Be able to deliver a quality physical education, school sport and physical activity unit of work | 2.1 Follow organisational procedures at the start of sessions |  |  |
| 2.2 Create a positive and welcoming start to sessions |  |
| 2.3 Share relevant messages with pupils |  |
| 2.4 Deliver introductory activities suitable for the pupils and focus of the session |  |
| 2.5 Build positive relationships with pupils |  |
| 2.6 Use appropriate verbal and non-verbal communication skills |  |
| 2.7 Use active listening to respond to pupils’ questions and concerns, and to check understanding |  |
| 2.8 Use effective group management skills |  |
| 2.9 Support positive behaviour and manage behaviour that challenges |  |
| 2.10 Manage the distribution, use of and collecting in of equipment |  |
| 2.11 Manage the pace and flow of sessions |  |
| 2.12 Manage time effectively |  |
| 2.13 Use appropriate motivation methods |  |
| 2.14 Deliver activities which are appropriate for all pupils’ needs and abilities |  |
| 2.15 Follow planned health and safety procedures |  |
| 2.16 Identify and control any new risks as and when they occur |  |
| 2.17 Conclude sessions appropriately |  |
| 3 – Be able to monitor and adapt delivery to ensure continued quality teaching and learning | 3.1 Continually assess pupil progress against stated session outcomes |  |  |
| 3.2 Recognise when planned activities are not meeting expectations |  |
| 3.3 Dynamically adapt delivery in line with levels of pupil engagement and achievement |  |
| 3.4 Adapt planned activities and delivery to manage time effectively |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| **Tutor Assessor to sign-off once Unit 10 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

**Unit 11 – Reviewing a Physical education, school sport and physical activity unit of work**

Being able to review a unit of work to identify what worked well, what didn’t work so well, and why this might be the case, is the key to improving, and as a practitioner you should be in the habit of continually reviewing yours and others performance to identify valuable learning opportunities. This unit focusses on the use of monitoring and evaluation to improve practice and performance.

1.1. Describe what it means to ‘monitor’ and to ‘evaluate’ in the context of a PESSPA unit.

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| --- | --- |
| Monitor |  |
| Evaluate |  |

1.2. Explain the ways in which monitoring and evaluation work together to support high quality PESSPA delivery.

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1.3. Describe at least four different tools/methods that can be used to monitor and/or evaluate PESSPA programmes.

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1.4. With reference to your own planned PESSPA programme, outline which elements will be monitored and evaluated.

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1.5. Explain the importance of monitoring and evaluating your own performance in order to plan and deliver high quality PESSPA.

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|  |

1.6. Explain ways to ensure the results you gain from monitoring and evaluation are accurate, valid, reliable and sufficient.

|  |  |
| --- | --- |
| Accurate | Valid |
|  |  |
| Reliable | Sufficient |
|  |  |

1.7. Compare and contrast at least three different ways of recording the results of any monitoring and/or evaluation you will do/have done, with regards to both the PESSPA unit and your own performance.

|  |  |
| --- | --- |
| The PESSPA unit of work | Your own performance |
|  |  |
|  |  |
|  |  |

1.8. Explain each of the following, with regard to the results of monitoring and evaluation

|  |  |
| --- | --- |
| Why it may be appropriate to share them |  |
| Who they might be shared with |  |
| How you might share them |  |

**Unit 11: Reviewing a physical education, school sport and physical activity unit of work**Text

Description automatically generated with medium confidence

**Assessment and Feedback Form**

Please use this form to complete the assessment of the delegate against all learning outcomes and assessment criteria in Unit 11. You must use evidence that is generated by the delegate. This can be either in the completion of the Unit 11 evidence templates above or through any other evidence generated and added to this DER. The delegate is also required to be assessed meeting some assessment criteria through practical observation (see *Assessment of planning, practical observation and evaluation for Unit 11*).

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| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **Defer** |
| 1 – Understand the importance of monitoring and evaluating to support quality physical education, school sport and physical activity | 1.1 Describe what is meant by monitoring and evaluating |  |  |
| 1.2 Explain the link between monitoring and evaluating and their combined impact on the planning and delivery of high quality PESSPA |  |  |
| 1.3 Describe tools and methods that can be used to monitor and evaluate PESSPA programmes |  |  |
| 1.4 Outline which elements of the PESSPA programme will be monitored and evaluated |  |  |
| 1.5 Explain the importance of monitoring evaluating own performance to achieve and maintain success |  |  |
| 1.6 Explain ways to ensure the results of monitoring and evaluation are accurate, valid, reliable and sufficient |  |  |
| 1.7 Compare and contrast ways of recording the monitoring and evaluation of the effective delivery of the PESSPA unit of work and pupil achievement |  |  |
| 1.8 Explain why and how the results of monitoring and evaluation might be shared, and with whom |  |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

**Assessment of planning, practical observation and evaluation for Unit 11**

The practical elements of this unit, where the delegate puts their learning into practice, must be assessed through Tutor/Assessor observation of the delegate. The assessment table below details all the assessments that a delegate needs to achieve the practical components of this unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Assessment Criteria** | **Pass date** | **What was observed/seen?** |
| 2 – Be able to monitor and evaluate a physical education, school sport and physical activity unit of work | 2.1 Select and use appropriate methods to collect information for monitoring and evaluation purposes |  |  |
| 2.2 Select and adhere to pre-planned evaluation times/opportunities |  |
| 2.3 Work in partnership with pupils to evaluate the extent to which the learning activities enabled them to meet their learning needs |  |
| 2.4 Record results of monitoring and evaluation in an appropriate format |  |
| 2.5 Involve others in the monitoring and evaluation process as appropriate |  |
| 2.6 Ensure that collected information is accurate, valid and reliable |  |
| 3 – Be able to use the results of monitoring and evaluation to improve physical education, school sport and physical activity provision | 3.1 Collate and analyse the results of monitoring and evaluation |  |  |
| 3.2 Compare the results with intended programme goals |  |
| 3.3 Share results with relevant parties |  |
| 3.4 Adhere to organisational policy in the storage and handling of data |  |
| 3.5 Make adaptations to the unit of work as a response to monitoring and/or evaluation findings |  |
| 3.6 Plan for personal development based on results of monitoring and evaluation |  |  |

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| Comments and feedback to delegate |  |
| Follow up (if required) |  |

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| **Tutor Assessor to sign-off once Unit 11 is assessed and fully achieved** | |
| Tutor/Assessor signature |  |
| Date |  |

