

Physical Education Self Evaluation

Please complete this evaluation during your delivery of your PE unit of work this term (September 2009). It will be used to help the PE co-ordinator audit the strengths of teaching and learning within the school and consider any areas for development. Thank you.

Activity: _____

Year Group: _____

Learners have... <i>(please highlight three of your strengths from the column below)</i>	<u>Areas for Development</u> <i>(Identify 3 areas that you feel could be developed – show rank order (1 being most important))</i>	I ... <i>(please highlight three of your strengths from the column below)</i>	<u>Areas for Development</u> <i>(Identify 3 areas that you feel could be developed – show rank order (1 being most important))</i>
<ul style="list-style-type: none"> - Acquired new knowledge and skills in each of the four areas of experience - made good progress in their learning - achieved learning outcomes - used and develop key learning skills - learnt independently - identified their strengths and set targets for improvement - applied new knowledge and skills to new situations - responded positively to different challenges - worked alone, in pairs and in small groups effectively - co-operated - responded positively - shown the confidence to join in a variety of activities - worked responsibly - solved problems - thought and made decisions - set targets for improvement - are interested and motivated - understood what is expected of them - respected one another and the teacher - enjoyed learning - behaved well - experienced success - asked relevant questions - used correct terminology - regularly brought appropriate kit and taken part with interest and enthusiasm - shown honesty and fairness - prepared for and know how to live a healthy and active lifestyle - taken on different roles and responsibilities e.g. performer, observer, leader. - shown sufficient strength, speed, stamina and suppleness to engage in a variety of different activities 		<ul style="list-style-type: none"> - create a positive and supportive atmosphere - cater for all learners - use quality demonstrations - establish safe routines - organise learners well - question learners to confirm their learning and challenge their understanding - set appropriate tasks - structure lessons consistently - give constructive feedback which promotes learning - set targets for improvement - am a good role model - make links to previous learning - set high expectations for achievement - promote improvement through intervention - use appropriate tools to assist learners to visualise and work towards achieving a particular goal e.g. Rich Tasks (from the NGfL website) demonstration to model good practice, use of ICT - manage classes effectively - respect learners - use a range of teaching styles - demonstrate good subject knowledge - set appropriate time limits for tasks - set high expectations for behaviour - share learning outcomes with learners - build on previous knowledge, skills and understanding - help learners to assess risks - make links to other areas of the curriculum, the community and to the world of work - listen to learners and provide choices based on their suggestions - set tasks that are stimulating and motivating - establish relationships that are clear and fair - plan learning thoroughly making links to the NCPE or examination syllabi - provide learners with equal opportunities - ensure all learners are catered for by encouraging full participation and success - assess, record and report progress - involve learners in assessing their own progress and setting their own targets foster learner's thinking skills by focussing on evaluation and problem solving 	

Please return to: _____

by _____