Accredited qualifications and principles of classroom teaching

INTRODUCTION

As with all qualified teachers, you are a teacher first and a subject specialist second. This means that by the very nature of gaining qualified teacher status (QTS) you possess the appropriate teaching skills, personal and professional conduct to be an effective practitioner in a variety of educational environments. Classroom teaching forms a significant aspect of the work of many physical education teachers, largely through teaching accredited courses. Therefore, it is essential that, as a physical education teacher, you are able to teach effectively in both practical and classroom contexts. This chapter explores some of the key factors associated with teaching and learning in the classroom in relation to accredited qualifications in physical education, in both academic and vocational examination formats in England, Wales and Northern Ireland. For those student teachers learning to teach elsewhere, much of the chapter is relevant in whatever context you are working, because it is focused on active learning strategies for teaching in the classroom. However, we advise you to find out about any accredited qualifications you might be involved in teaching.

OBJECTIVES

At the end of this chapter you should be able to:

- understand the Qualifications and Credit Framework (QCF, Qualifications and Curriculum Development Agency (QCDA)) in England, Wales and Northern Ireland and the place of the 14–19 curriculum in the framework;
- have an overview and understand the diversity of accredited qualifications available in physical education and physical education related areas within the 14–19 curriculum;
- be aware of teaching and learning approaches for teaching classroom based theoretical aspects of accredited qualifications in physical education;
- understand the range of assessment procedures for accredited qualifications;
- be aware of the need to strive to continually engage and encourage pupil attainment and progress through effective teaching, learning and assessment.

Although this chapter explores some aspects of planning and teaching classroom based aspects of accredited qualifications in physical education, it does not provide all the answers; many of the issues you may face as a student teacher are likely to emanate from the specific environment in which you find yourself. However, the principles highlighted are broad enough to act as a catalyst for you to drive your learning forward and to promote professional discussions with your mentor/tutor, school staff, other student teachers or as a mode of self-reflection. Now complete Task 19.1.

Task 19.1 Practical and classroom based theoretical physical education lessons

Briefly reflect on your own experience of classroom teaching in physical education. This may be some teaching you have done, teaching you have observed or your own experiences as a pupil. Write some notes in answer to the following questions:

- How does teaching a classroom based lesson differ from teaching a practical lesson?
- What similarities do a classroom based and practical lesson share?
- Should the teaching of a classroom based lesson be approached in the same way as the teaching of a practical lesson?

Compare your reflections with those of another student teacher. Store the information in your teaching file/professional development portfolio (PDP) or equivalent to refer to as you teach accredited qualifications in your school based work.

14–19 QUALIFICATIONS IN THE QUALIFICATIONS AND CREDIT FRAMEWORK (QCF) IN ENGLAND, WALES AND NORTHERN IRELAND

The QCF (2015) is a national framework that guides and informs the Qualifications and Curriculum Development Authority (QCDA) in England, the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and the Department for Education, Lifelong Learning and Skills (DELLS) in Wales.

The Scottish Credit and Qualifications Framework (SCQF) is the equivalent in Scotland (http://scqf.org.uk/the-framework/). Both the QCF and SCQF are referenced to the European Qualifications Framework (EQF). The EQF is a meta-framework intended as a reference so that qualifications in European Union member states, including the QCF and SCQF, are understood across member states.

The QCF is shown in Table 19.1. The lowest qualification is entry level and the highest is level 8. Levels 4–8 are part of the framework of higher education. The 14–19 curriculum forms levels 1–3 of this framework. It provides the opportunity for pupils to gain qualifications in one of three routes of learning:

1 General qualifications: General Certificate of Secondary Education (GCSE), General Certificate of Education Advanced (GCE A) level, the International Baccalaureate (IB) (IB Middle and IB Diploma) and the Welsh Baccalaureate. These are designed to provide candidates with knowledge and understanding of their chosen subject.
2 National Vocational Qualifications (NVQ), Business and Technician Education Council (BTEC), National Diploma/Certificate and Cambridge Technical Diploma/Certificate (levels 1 and 2). These are designed to combine theoretical study with practical experiential learning of a range of widely applicable skills and knowledge, set within a 'specialised' context (e.g. sport and active leisure).
3 Foundation learning tier: high quality, credit based qualifications at entry level and level 1. These are designed to increase participation, achievement and progression for pupils working below level 2 (e.g. English for speakers of other languages (ESOL), skills for life and functional skills, focusing on English skills of speaking, listening, reading and writing).

Table 19.1 The QCF (QCDA, 2015)

QCF *level*	Examples of qualifications in each level	
	Academic	*Vocational*
Level 8	Doctorate Specialist awards	Vocational qualifications level 8
Level 7	Masters degree Postgraduate certificates and diplomas	NVQ level 5 Vocational qualifications level 7
Level 6	Honours degree Graduate certificates and diplomas	Vocational qualifications level 6
Level 5	Diploma of higher education Foundation degrees Higher national diplomas	Vocational qualifications level 5
Level 4	Certificate of higher education	Vocational qualifications level 4
Level 3	GCE A levels	NVQ level 3 BTEC level 3

	IB Advanced diploma Advanced Welsh Baccalaureate	National diploma/certificate level 3 Cambridge technical diploma/certificate level 3
Level 2	GCSE Grades 9-4 (Previously A*-C) IB Middle Intermediate Welsh Baccalaureate	NVQ level 2 BTEC level 2 National diploma/certificate level 2 Cambridge technical diploma/certificate level 2
Level 1	GCSEs Grades 5-1 (Previously D-G) Foundation Welsh Baccalaureate	NVQ level 1 BTEC level 1 Introductory diploma
Entry level	Entry level certificate	ASDAN* (e.g. 'Employability')

Key: NVQ, National Vocational Qualification; IB, International Baccalaureate; BTEC, Business and Technician Education Council; GCE General Certificate of Education; GCSE, General Certificate of Secondary Education.

*ASDAN is approved as an awarding organisation for qualifications within the QCF, regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA in Northern Ireland and DELLS in Wales. As a guide, all Ofqual, CCEA and DELLS approved ASDAN qualifications carry points comparable to GCSEs (25 points equal a level 1, that is comparable to a GCSE grade 2/3 in England (in Northern Ireland and Wales, grade E/E) and 46 points equal a level 2, that is comparable to a GCSE grade 5/6 in England (in Northern Ireland and Wales, grade B)).

The QCF helps you as a teacher to navigate your way through and understand the level of qualifications offered by different examination boards. It is important that you know how this progressive framework is designed so that you can see the hierarchical order for any qualification which you are involved in teaching. Further, throughout their 14–19 education, pupils are entitled to information, advice and guidance to help them make the most suitable choices in their selection of qualifications. Therefore, it is important to know about the range and diversity of qualifications so that you are able to offer advice and guidance to pupils to enable them to make informed choices about the courses on offer in your school or other educational establishment. Where possible, try and attend professional development courses to

extend your understanding of the qualification and its accreditation process. You could also attend events in your placement school to inform pupils and their parents/carers of the various options of courses they may study. These will help you to become more informed about the type of courses your school and pupils undertake. Now complete Task 19.2.

Task 19.2 The 14–19 curriculum

Find a selection of accredited qualifications at each level, including entry level, level 1, level 2 and level 3, available in the QCF, using the Ofqual register https://register.ofqual.gov.uk/

Obtain a copy of the 14–19 curriculum and range of qualifications that are on offer in your placement school. What is offered as part of the 14–19 curriculum and at what levels?

Compare your findings to your research from the QCF above. Why do you think your school has chosen these qualifications? Are there other options that have not been considered? Compare what is offered in your placement school with what is offered in another school in which another student teacher is placed. How are they the same and how are they different? Discuss with your mentor and store your findings in your teaching file/PDP or equivalent.

Mapping content to the specification

From your research above, you will know that qualifications vary in content, teaching and assessment methods. It is important that you familiarise yourself with course specifications you are involved in teaching and fully understand what is to be taught and how it is to be assessed. Understanding a whole qualification in terms of its content and assessment strategy is vital in ensuring that pupils are not only prepared with the knowledge required for the course they are studying, but are also suitably prepared for how this knowledge will be examined. Having an understanding of the qualification will enable you and the pupils to apply the content in controlled assessments and examination contexts. Now complete Task 19.3.

Task 19.3 Compare examination specifications for GCSE

Obtain a copy of the GCSE physical education specifications from two different awarding bodies: AQA (www.aqa.org.uk), Pearson Edexcel (https://qualifications.pearson.com), OCR (www.ocr.org.uk), CCEA (www.ccea.org.uk) or WJEC (www.wjec.co.uk).

- Identify differences in percentage of marks given for the following components: coursework, final examination and practical.
- With reference to the structure of the examinations, examine how and when different components of each specification are assessed.
- With reference to the content of the curriculum, identify which theoretical aspects are examined, what practical options are available and how coursework is selected.

You can repeat this exercise for A level examinations from the same, of different awarding bodies. Record this in your teaching file/PDP or equivalent for reference when you start teaching.

Grading structure

All pupils taking GCSEs in England receive numerical grades (changed from alphabetical grades between 2017 and 2019), whereas pupils in Northern Ireland and Wales receive alphabetical grades (as used in England until 2019). Table 19.2 shows how the new numerical structure compares to the alphabetical structure.

Table 19.2 GCSE Numerical Grading Structure in England and alphabetical Grading Structure in Northern Ireland and Wales.

Grading Structure in England	Grading Structure in Northern Ireland and Wales (and in England until 2019)
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F/G

U	U

TEACHING AND LEARNING IN THE CLASSROOM

Whatever the accredited qualification you are teaching, once you have your class in front of you, you can assume that by making a choice to take this course (i.e. for those schools in which pupils have a choice; some schools have a policy of entering all pupils for a particular course), the pupils who have chosen the course have done so because they have an interest in physical education and sport. On the whole, most pupils probably like physical education, play sport, watch sport and sometimes talk or read about sport. However, it is quite likely that some pupils may not have realised that studying physical education is much more than just doing physical education or 'playing' sport; rather, in order to be successful they have to study theoretical aspects as well as develop their sporting skills. Therefore, it is important that lessons captivate pupils, regardless of their reasons for choosing the course or their background so that some of the theoretical aspects of physical education and sport engage, challenge and inspire pupils.

Unfortunately, due to the attainment-driven nature of education in general and accredited qualifications in particular, for some pupils and teachers, the outcome (a pupil's grade) becomes the focal point and therefore affects how both view lessons and learning (Kirk, 2010). Therefore, when you teach accredited qualifications you may experience pressure to meet progress and attainment targets which feed into your own school's statistics (Youth Sport Trust, 2018). Further, there are tensions between the pressure to cover the large amount of content in an examination specification and that of providing an engaging and creative environment. However, it is important that this does not detract from providing a stimulating and enriching learning experience for pupils; there must be a balance for pupils to be successful. You must ensure that you are best preparing pupils to be successful in the long term and not just in the accredited qualification which they are studying. Ultimately, your prime goal as a teacher is to prepare your pupils to become the most effective learners that they can be, as by doing so not only will they gain their optimum grades, but they will also develop skills that are essential as they move through life, whether that is through furthering their education or by entering the workplace. Thus, it is important that you avoid 'spoon feeding' pupils. This may create issues further down the line as, for example, your pupils will have knowledge of the content but may not be able to remember this once the examination is over or may not be able to apply this information to an abstract task.

Creating a stimulating and engaging learning environment to develop and maintain pupils' enthusiasm when teaching a theory topic in the classroom is essential. In order to achieve this, you must place the pupils at the centre of your planning and teaching pedagogy. In doing so, consider how you can develop classroom lessons through three 'Rs' that:

- *review:* How much do your pupils already know about the topic they are studying? What opportunity is there to recap on previous learning/lessons or on the topic or a different topic?
- *relate:* Can pupils see the relevance of the content with regard to modern-day physical education or sport and/or their own sporting experiences?
- *revise:* Can you be creative and use examination papers and mark schemes so that pupils know what is expected of them and understand how they will be assessed? Can you promote key skills to develop revision/examination techniques that will benefit pupils across all of their studies?

In order to achieve these three 'Rs' you must place pupils in an effective learning context by making learning active (i.e. practical, hands-on, fun and creative) and changing the environment (regular changes in activity, teaching methods and resources) in order to develop effective learners who develop independence and autonomy and become inquisitive about the topic. Shaw (2019) focuses on active learning. Now complete Task 19.4.

Task 19.4 The three Rs
Select a theory topic from one of the accredited qualifications you are teaching or observing on school placement. Consider how you could teach it using the principles of the three Rs. How can you build on prior knowledge, relate to a sporting example and then revise how this information will be examined? Discuss this with your mentor/another student teacher and keep both your own ideas and theirs in your teaching file/PDP or equivalent to help inform your future teaching of a range of theory topics in accredited courses.

Teaching strategies

In order to meet the needs of your pupils, it is essential that you select the most appropriate methods to create an optimal learning environment for them. It is not the intention of this chapter to delve into the vast amount of learning theory of which you should be aware in order to select the teaching strategies or approaches to enable pupils to progress and achieve, but it is vital that you subscribe to the notion of 'learner independence'. You may want to refer to Burton (2019) and/or Barber, Williams and Jones (2020) for further information about learning

theories. In order for your pupils to become successful learners in accredited courses, examination physical education and effective learners in life, they must be taught to become autonomous and inquisitive learners where possible. Such characteristics are seen in greater or lesser amounts in all pupils; it is your job to foster and develop this so that each pupil can cope with the progressive nature of education. Becoming autonomous or independent in learning means moving from teacher led through a 'scaffolded' approach (see Burton (2019; Shaw (2019) to a level of independence where pupils are in control of their own achievement and utilise the teacher as more of a 'quality assurance' or reviewing tool, as opposed to the main source of information. To achieve this, the teacher provides guidance to support the learning process which is tailored to the needs of each pupil, with the intention of helping each pupil achieve their learning goals (Sawyer, 2006). Strategies such as the flipped classroom approach, whereby the learning of content is undertaken as home learning tasks by pupils independently or collaboratively using podcasts, videos, presentations, books and other media; then this knowledge is applied and reinforced in the classroom during the next lesson, ideally lend themselves to transferring autonomy from the teacher to the pupil and help to foster pupil independence.

Independence in learning is obviously an advanced skill and therefore may not be achievable with all pupils; however, it is important for pupils to develop their independence as much as they can. From a professional standpoint, it is essential that your classroom practice focuses on developing independence so that pupils are prepared to access further education, higher education, training or employment and be successful in these environments. Failing to become independent will mean pupils rely on teacher input and without such input/direction from a teacher, they will be ineffective and unsuccessful in their future life experiences. With this in mind, look to well-known/familiar examples, such as Mosston and Ashworth's (2002) spectrum of teaching styles, to provide some structure for your initial attempts at classroom teaching. Consider how using a differing teaching style (or strategy) leads you to plan a variety of tasks for those in your class, sometimes with you (the teacher) being in sole charge of the content (known as the command style), through to a divergent approach where pupils take on the role of setting their own learning tasks, in relation to the specification. There are also a number of online learning platforms and websites that can complement the teaching and learning of accredited qualification content, but caution should be exercised as they may not be regulated or contain specification aligned material. However, when used appropriately, the use of digital technologies/information and communications technology (ICT) can significantly improve learning and teaching (Chapter 18 focuses on digital technologies in

physical education). To that end, the use of digital technologies/ICT should enhance learning and not replace teaching. For example, video delay software can be used as a tool to assist pupils in self-assessment. This supports the teacher by providing visual feedback and knowledge of performance. The role of the teacher in this instance is then to guide and encourage the pupil to make appropriate recommendations for improvement. Further to this, you need to establish high expectations of pupils. To help you do this, you could create a pupil specification that outlines essential and desirable characteristics that will enable pupils to become successful. An example of such is outlined in Table 19.3.

Table 19.3 Essential and desirable QCF

Essential characteristics level 3	*Desired characteristics level 3*
Takes appropriate notes in a form that is suitable and can adapt information where appropriate	Refines appropriate notes to personalise the information, aiding retention
Looks for reasons for learning. Capable of linking ideas together so that the 'bigger picture' becomes clear	Makes assumptions and suggestions as to how topics and ideas may relate

Now complete Task 19.5.

Task 19.5 The 'successful' pupil: learner characteristics

Consider one level at which you are teaching theory lessons (e.g. level 2 or 3 of the QCF). What characteristics would you deem essential for your pupils to be successful in their studies at this level? What characteristics would be desirable? Create a 'job description' style document outlining the essential and desired characteristics of a successful pupil in your subject at this level, as shown in the examples in Table 19.3. Discuss the characteristics with your mentor/tutor and other student teachers and add to your own list. Identify what teaching strategies you might utilise to enable these characteristics to be developed in your lessons. Store the information in your teaching file/PDP or equivalent for future reference.

How pupils can learn effectively: learning activities

The current examination system in England, Northern Ireland and Wales provides a linear style of assessment, with terminal examinations at the end of a taught course (as opposed to a 'bite-

sized' learning approach with ongoing modular assessment). Making learning last, or the 'stickability' of knowledge, understanding and application, is very important if your pupils are to be successful within this structure. To gain attention, keep engagement and make learning last, you must develop and use a range of learning activities that assist pupils in making a strong bond or association to both content and concept. For example, you may make the concept being learnt emotive or personal to each pupil (e.g. by using competitive environments to bring about emotional responses). Likewise, you can use a piece of music to structure the time allowed for a practise examination question; provide sports experiences so that concepts can be learnt/experienced practically; provide a practical task where everyone is a beginner; or enable pupils to experience 'trial-and-error' learning (see, for example, the cognitive stage of Fitts and Posner's (1967) Learner Model and Thorndike (1989), cited in Mowrer and Klein (2019)).

Using a variety of learning activities can change the learning environment to maintain pupil engagement in learning. Learning activities that can be used to vary the learning environment may include, for example:

- Read or write a newspaper/article/magazine report/chapter of an autobiography (develop literacy skills through small bite-sized tasks)
- Create a model (feel/touch and manipulate)
- Draw a picture (represent a topic through a sketch)
- Role play (get inside someone's role or character)
- Complete crossword/anagrams/puzzles (pre-made or created using website generators)
- Carry out a problem-solving task (with one outcome, but a number of solutions)
- Watch a DVD/video/film clip (sound on and sound off/narrate)
- Produce a podcast (summarise a topic/share revision)
- Generate a heated debate (be controversial!)
- Produce an advertisement (show understanding of the marketplace)
- Pitch an idea *(Dragon's Den* style)
- Use music (structure or time a task or set a mood/tone)
- Teach a friend (overlearn through a reciprocal teaching method; see Mosston and Ashworth, 2002)
- Use movement (respond to a long-answer question in groups; after a set time, move to another question that has been part-answered by the previous group)
- Use a case study (apply theory to practice)
- Design an examination question (what does the examiner *really* want?)
- Do an experiment/investigation (create a hypothesis and carry it out)

- Be a reporter (research and reflect to provide a short response)
- Create a video diary (use an elite athlete's video diary to create a synoptic response)
- Do a competition (short and long term, as a team or individual)
- Act as a committee (delegate roles and responsibilities - judge the impact)
- Replicate an event (small or large scale)
- Write a letter (from a participant's or organisational point of view)
- Do a sports commentary (use a depth of knowledge to speak fluently).

(adapted from *Developing Effective Learners* (Department for Education and Skills (DfES), 2004a)

This is by no means an exhaustive list but it provides some ideas to help create an environment conducive to learning. Which teaching strategy or learning activity you chose depends on what you want the pupils to learn and how your pupils may respond to learning in this way (Chapter 8 looks at teaching approaches to enable intended learning outcomes (ILOs) to be met). Pupil engagement in learning can be promoted through careful consideration of learning activities in relation to a specific ILO. Learning can also be promoted by ensuring that lessons are planned to utilise a variety of strategies that encourage active engagement and learning. Active learning is a process in which learners strive for understanding and competence and seek out knowledge about the world (Johnson and Johnson, 2009; Piaget, 1972; Rogers, 1975). This is something that should be promoted as an ethos, to encourage pupils to take ownership of their own learning, fostering curiosity and interest. In turn, this facilitates the notion of active engagement, whereby it is deemed that pupils learn most effectively when they are interested, involved and appropriately challenged (DfES, 2004c). Allowing pupils to test out their knowledge in practise situations results in them understanding it more thoroughly. By fostering opportunities for pupils to apply and relate theoretical principles in practice, they become better at remembering these principles (Davis, 2009). In essence, to involve pupils in their learning you can, for example, outline the ILO and pupils can decide by themselves how they demonstrate their knowledge. (see Shaw (2019) for more on active learning). Now complete Task 19.6.

Task 19.6 Plan it twice (at least!)
Chose a topic from an accredited course and explore how different teaching strategies and learning activities could be used to teach the content. Discuss with your mentor/another student teacher the advantages and disadvantages of different teaching strategies and

learning activities both for the pupils and with regard to the resourcing required (e.g. items needed, teacher preparation time). Store this information in your teaching file/PDP or equivalent to refer to when teaching this topic and to generate some ideas for other topics.

In order to achieve an environment conducive to learning, it is essential that you have a good grasp of your pupils' abilities, have planned suitably stimulating activities and can appropriately match the two. As with all lessons, evaluate the success and reflect on how you could make the environment more suited to your pupils. Chapter 6 covers planning and evaluating and Chapter 10 covers effective learning environments in more detail.

How to use the classroom

Your classroom is a resource that is often overlooked in relation to promoting effective learning. How you set out the teaching space can aid teaching and learning. The careful use of seating plans and working groups can promote peer and collaborative learning. For example, strategies like placing easily distracted pupils near the front of the class can have an impact on whole class learning. The use of 'home' groups (working with peers of similar ability) and 'away' groups (working with peers of differing ability) allows you to vary the working groups and level of support and to differentiate accordingly (e.g. through the use of differentiated worksheets or by offering a set number of questions that a particular group are allowed to ask either you or their peers). Having resources and posters on the walls of the classroom such as keywords, sentence starters, command words, teaching and learning prompts and taxonomy pictorials (Bloom et al., 1956 and SOLO taxonomy (structure of observed learning outcomes, in which there is a level of increasing complexity in a pupil's understanding of a subject, through five stages (prestructural, unistructural, multistructural, relational and extended abstract), which it is claimed are applicable to any subject area (Biggs and Tang, 2007)) can promote higher-order thinking skills and increase the quality of written and discussion work. (See Chapter 16; Zwozdiak-Myers and Capel, 2019 for more on Blooms Taxonomy).

Home learning

Many accredited courses require some non-contact learning hours and home learning (homework) can be used to achieve this. Home learning needs to be a valuable endeavour. Completing work not finished in a lesson can be criticised from this point of view, as suitable time should have been allocated for such tasks and the expectation that work can be completed at home if not finished can be detrimental to the work ethic of pupils in the lesson. Home

learning should consist of suitable tasks that are related to the lesson sequence. Home learning tasks need to be relevant, set with a suitable amount of challenge and designed to develop knowledge, promote independence and prepare pupils for future learning. Through the extension of learning by setting suitable, relevant and challenging activities, home learning can also be a useful tool to consolidate and reinforce learning. A good example of how home learning can be used effectively is in the flipped classroom model (see above).

It is good practice to model what home learning should look like to set clear expectations of the quality of work to be produced. Completing a home learning task yourself or modelling previous pupils' work gives pupils a clear idea of the expectation of the quality of home learning. The use of a virtual learning environment (VLE) can also assist pupils by structuring home learning tasks or providing more detailed information, so that if they only write physical education homework in their planner they still remember what they have to do, as it is outlined on the VLE. Make sure that the appropriate amount of time is allocated to home learning tasks. Always acknowledge the completion of home learning, mark and give feedback personally where possible (when time allows) and if time or marking load is difficult, plan self- and peer-marking lesson tasks. Now complete Task 19.7.

Task 19.7 VLE
Find out from your school mentor who is the central contact for organising the school's VLE. Discuss with that person what capabilities the system has: for example, can you embed videos, set timed quizzes, track who engages with content? Attempt to use these interactive tools to engage your pupils with follow-up homework or flipped learning content. Store this information in your teaching file/PDP or equivalent to use as appropriate when setting home learning tasks and to use as evidence to support your achievement of standards for gaining QTS.

ASSESSMENT

Two aspects of assessment of accredited qualifications are outlined below. Firstly, you and the pupils assess their progress, attainment, understanding and application of content (assessment *for* learning) to inform future learning and secondly, you and the pupils understand how the accredited qualification is going to be assessed summatively (assessment *of* learning).

The principles that guide assessment *for* learning (see Chapter 9) should underpin learning and ongoing assessment for 14–19 accredited qualifications. Assessment *for* learning activities

should be a natural part of teaching; thus, when used effectively and appropriately, this should maximise learning potential for pupils. Some assessment *for* learning strategies that can be used to monitor the progress, attainment, understanding and application of content are outlined below:

- Set high expectations from the start and have a policy for missing, late or inadequate class work or home learning (aligned to the school's policy).
- Have a clear assessment strategy. How will you assess progress and attainment (e.g. marked work, practise examinations, end of topic tests?). What intervention strategies can be offered throughout the year to aid learning (e.g. revision tutorials, topic seminars?).
- Get to grips with pupil data. Understand median scores (what pupils should achieve at GCSE based on their Key Stage 2 Scholastic Assessment Test (known as SAT) scores) and target values. Understand what is required to achieve their median or ideally add value (attain a grade above their predicted median). Discuss with other teachers or the head of department how target grades are set and on what information they are based.
- Differentiate to support and extend learning activities (e.g. consider what different ways you need to plan, teach and give feedback to individual pupils in your group).
- Use questioning to gauge understanding and use as hinge points (hinge points are mini-plenaries that determine or can change the course and direction of the lesson from that point onwards) in the lesson (e.g. when planning your lessons, consider what the 'crunch' moments are where learning could move forward or stall).
- Organise the qualification content into topics. Throughout, and at the end of each topic, conduct continuous assessment in relation to class work and home learning and conduct end of topic tests to ensure that pupils understand and can apply the course content. This will help you identify weaknesses in content knowledge or application of this knowledge, which will allow you to reteach elements of that topic that are still misunderstood. It will also allow you to identify quickly any struggling pupils and provide a targeted intervention. An end of topic test and red, amber, green rating (RAG) of topics will also help you prioritise which topics to reteach, or revise first during the examination season.
- Praise pupils regularly and, above all, share your passion for our fascinating subject and inspire others to want to learn.
- Provide regular, timely and accurate feedback to pupils, other staff members and parents/carers regarding progress, attainment and barriers to success (e.g. discuss pupil progress with the class teacher, identify and quantify how you know). Take the opportunity to experience a parents' evening and engage in the feedback where possible.

Some strategies that can be used to ensure you and your pupils understand how the accredited qualification is going to be assessed summatively are outlined below:

- Understand the assessment process. Is there an examination, controlled assessment or moderation process? What is the proportionate weighting of each assessment method (e.g. 60 per cent examination and 40 per cent practical)? Understand and identify the implications of these weightings.
- Practise the assessment processes; regularly have mock moderations, examinations and controlled assessment to prepare pupils for the real assessment to reduce the anxiety and induced stress.
- Balance teaching to prepare pupils for the assessment processes, including examinations, with teaching content to ensure that pupils are still being educated so they are not just schooled to pass exams.

Now complete Task 19.8.

Task 19.8 Types of assessment on 14–19 qualifications
Find out the types of assessment which are included on the 14-19 qualifications in your placement school. Ask your mentor what formative assessment (assessment *for* learning) they undertake to help pupils to work towards the objectives of the course and specific aspects of summative assessment (assessment *of* learning). Observe assessment taking place and/or read the outcomes of the assessment (e.g. some of the coursework submitted by pupils at different grades) or the teacher's report on practical assessments. Record your findings in your teaching file/PDP or equivalent to refer to when you assess your own classes.

Revision

Revision is very important in a linear model of accredited qualifications with terminal examinations. Revision strategies, such as mock examinations, practising examination questions, learning definitions and terminology, chunking (breaking down large amounts of information into smaller, more memorable chunks of information) and mind maps (creating a visual representation of the information) can all be used to help pupils retain and recall information during examinations. Examination technique is also important, for example it is

important that pupils understand the command word (e.g. identify, describe, compare) and know how each command word should be answered, the content (what is the context of the question?) and the topic (what topic does it relate to within the specification?), so that pupils are able to apply their knowledge in relation to the question.

Using past papers and mark schemes can prove an insightful learning tool for you as well as the pupils. Make sure that any examination questions that are used for revision purposes are from past papers and use the examination mark schemes to mark work accurately. This allows you to familiarise yourself with how questions may be posed and how to answer these questions, using the mark scheme to understand exactly what the examiner is looking for. It also helps pupils to understand how examiners mark, giving them a realistic idea of how work is marked, including understanding what the question and examiner is looking for, how to structure answers, what is deemed as too vague, and the use of correct terminology (different specifications sometimes use different definitions). This informs how they present information in their answers. You can promote the need for pupils to 'become' the examiner by emphasising that they need to understand what a question requires with regard to a response. Setting end of topic assessments also allows pupils and teachers to be more systematic with revision, identifying where knowledge is secure and where more learning needs to take place. Pupils can RAG rate topics and then organise their revision to address their gaps in knowledge. Similarly, when marking vocational qualifications, always refer back to the assignment brief or outline and get pupils in the habit of referring back to it. Can pupils write the question from seeing the mark scheme? Can they create appropriate questions and mark schemes from knowing the content and how it is applied? Does their work reflect what is being assessed?

SUMMARY AND KEY POINTS

- This chapter has looked at QCF in England, Northern Ireland and Wales and the place of the 14–19 curriculum situated in it. You should know the range of accredited qualifications available in physical education and the implications of accredited qualifications in physical education on teaching and learning approaches.
- You should have an understanding of how to develop your classroom teaching, which is relevant for any classroom teaching, whether or not it is for accredited qualifications.
- The qualifications and certificates towards which pupils are working act as a passport to further or higher education, training or employment. It is vital that pupils' progress and

development towards such goals are of fundamental concern to you. It is your responsibility to facilitate learning, motivate and enthuse pupils to want to learn, not only to achieve the qualifications and certificates for which they are studying, but also to achieve and to be successful in the wider goals of education as a whole, including in the longer term. Together, these provide the skills for pupils, with the help of teachers and careers advisers, to make their own informed choices about their future.

- As a student teacher it is your responsibility to develop: subject content knowledge to be able to teach the content of specific qualifications; knowledge of individual pupils' attainment and prior experiences and their characteristics and development to be able to respond to the diverse needs of all pupils and challenge them to meet their potential; your pedagogic content knowledge, developing a wide array of teaching strategies and learning activities that engage pupils in the process of learning; your attitudes to appreciate how the 14-19 accredited qualification fits into the wider educational landscape and how you can promote your subject in it.
- Further, as you start your teaching career and have your own groups studying for accredited qualifications, you should ideally try to tie in the teaching of topics to other subjects your pupils may be studying. Get together with other departments and 'share' a collective responsibility for teaching theory so that learning topics are reinforced for pupils. For example, factors affecting performance/healthy active lifestyles at GCSE may also be covered in science or personal, social and health education (PSHE) or learning about group dynamics or hooliganism for A level may also be covered in psychology and sociology.

Check which requirements of your initial teacher education (ITE) you have addressed through this chapter.

FURTHER RESOURCES

Clark, S. (2014) *Outstanding Formative Assessment: Culture and Practice,* London: Hodder Education.

This book provides a range of formative teaching strategies including lesson starter and plenary ideas to inform future learning and teaching episodes. It also provides examples of how to use questioning and feedback effectively in lessons.

Grout, H. and Long, G. (eds.) (2009) ***Improving Teaching and Learning in Physical Education,*** **Maidenhead, Berks: Open University Press/McGraw Hill.**

Chapter 8, 'Teaching theoretical physical education', will provide you with further examples relating to the teaching of examination physical education.

Grout, H., Long, G. and Taylor, S. (2011) ***101 Classroom Games, Energise Learning in Any*** **Subject, Champaign, IL: Human Kinetics.**

This book provides a wide range of interactive and engaging games for use within classroom practice. These creative approaches to teaching are designed to generate motivation and enthusiasm and provoke pupil curiosity and interest.

Jarvis, M. (2014) ***Brilliant Ideas for Using ICT in the Classroom: A Very Practical Guide for Teachers and Lecturers,*** **Abingdon, Oxon: Routledge**.

This book provides examples of how you can use simple and everyday hardware and software in planning and teaching of classroom physical education lessons to enhance pupils' learning.

Other books which you may find helpful are those in/related to the Learning to Teach Series include:

Capel, S., Cliffe, J. and Lawrence, J. (eds.) (2020, in press) ***A Practical Guide to Teaching Physical Education in the Secondary School*****, Abingdon: Routledge.**

This book is a companion to this current text *Learning to Teach Physical Education*. It provides more practical guidance to support student physical education teachers development.

Capel, S., Leask, M. and Younie, S. (eds.) (2019) ***Learning to Teach in the Secondary School: A Companion to School Experience,*** **8th edition, Abingdon: Routledge.**

This book is designed as a core textbook to support student teachers through their ITE.

Capel, S., Lawrence, J., Leask, M. and Younie, S. (eds.) (2020) ***Surviving and Thriving in the Secondary School: The NQT's Essential Companion,*** **Abingdon: Routledge.**

This book is designed to support beginning teachers in the early years of their teaching careers.

Capel, S. and Lawrence, J. (eds.) (2019) ***Mentoring Physical Education Teachers in the Secondary School: A Practical Guide*****, Abingdon: Routledge.**

Although primarily written for mentors, some of the text and tasks would also be useful for student teachers.

The companion website www.??? contains any additional resources and an editable version of any relevant tasks/tables in this chapter.