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.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Areas for Development</th>
<th>Year Group:</th>
<th>Areas for Development</th>
</tr>
</thead>
</table>
| Learners have… (please highlight three of your strengths from the column below) | - Acquired new knowledge and skills in each of the four areas of experience  
- Made good progress in their learning  
- Achieved learning outcomes  
- Used and developed 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  
- 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 | I… (please highlight three of your strengths from the column below) | - 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 NCFE 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 to foster learner’s thinking skills by focussing on evaluation and problem solving |

Please return to: ____________________________ by ____________________________