

CODE 7571

**ABOUT THIS COURSE**

This revised course is intended for all teachers who wish to ensure the high achievement of students in GCSE PE. The course focuses on excellent teaching approaches, methods, resources, and techniques to help teachers raise attainments in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are looking for.

The course is generic, suitable for teachers of all examination boards, though examples of the NEA will be taken from the AQA board.

**PROGRAMME**

	TIME
<b>What is 'brilliant' PE teaching?</b>	10.00 – 11.00am
<ul style="list-style-type: none"> <li>● What do we mean by brilliant teaching in GCSE PE? What do our students expect, want and need?</li> <li>● What makes outstanding theory teaching in PE and why?</li> <li>● Exploring the theory behind an 'active' classroom environment</li> <li>● Brilliance in skill based teaching – bringing the command words alive</li> </ul>	
Discussion: coffee break	11.00 – 11.20am
<b>Readiness for GCSE PE</b>	11.20 – 12.20pm
<ul style="list-style-type: none"> <li>● Ways to increasing engagement in the challenging topics such as Cardio-respiratory system, levers, planes and axes and biomechanics</li> <li>● Helping students to answer the short questions: techniques that escalate the assessment objectives.</li> <li>● Being in the position of the learner to make sure learning is penetrating</li> <li>● Set up a motivating and engaging classroom and develop AO3 skills; how will this support the 6 mark questions</li> </ul>	
<b>The NEA: Tackling the areas that students struggle with</b>	12.20 – 1.00pm
<ul style="list-style-type: none"> <li>● Where do students struggle according to the exam boards and what can we do about it?</li> <li>● Approaches to encourage PE students to produce high level written work</li> <li>● Methods for teaching the best coursework technique</li> <li>● Requirements of the assessment grids: encouraging great work with our students</li> </ul>	
Lunch and informal discussion	1.00 – 2.00pm
<b>Effective differentiation to challenge and extend students of all abilities</b>	2.00 – 2.45pm
<ul style="list-style-type: none"> <li>● Making complicated and timely concepts easy – maintaining pace, motivation and enjoyment</li> <li>● Questioning techniques for all abilities</li> <li>● Analysis of resources that create an independent and innovative classroom</li> <li>● Challenge the learners to adopt a synoptic approach to 9 markers</li> </ul>	
<b>The Extended Question</b>	2.45 – 3.15pm
<ul style="list-style-type: none"> <li>● Teaching methods for the extended questions</li> <li>● Techniques, resources, methods to take away for students to access top grades in the extended questions</li> </ul>	
<b>AFL techniques in PE</b>	3.15 – 3.40pm
<ul style="list-style-type: none"> <li>● Learning to learn – how our students can really benefit from this technique</li> <li>● How to use an array of Assessment for Learning (AFL) techniques to develop quick recall and retrieval for AO1</li> <li>● Games and activities to promote effective revision and exam preparation</li> </ul>	

LOCATION/DATE

**Online**

**Tuesday 20 October 2020**

**London**

**Wednesday 20 January 2021**

**COURSE LEADER**

**Jackie Brooks** is an experienced A level and BTEC teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. She is fully involved in the examination and moderation process at GCSE, BTEC and A Level with both AQA and Pearson. She is proud of her work within schools nationally to support teachers and students with the demands of the AQA GCSE and A level qualification.

**WHO SHOULD ATTEND?**

- Heads of PE
- Teachers of PE
- PGCE mentors for Physical Education

**BENEFITS OF ATTENDING**

- Develop a range of approaches to tackling the key areas of GCSE PE
- Understand how to set an engaging and motivating classroom
- Understand effective differentiation to challenge and extend all students specific to their potential.
- Take away AFL techniques, feedback and marking strategies to raise attainment
- Increase awareness of exam readiness that can be infiltrated into all lessons to maximise exam technique