

# GCSE BRILLIANT GCSE PE TEACHING

CODE 8884

## 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

### What is 'brilliant' GCSE PE teaching?

10.00 - 11.00am

- What do we mean by brilliant teaching in GCSE PE? What do our students expect, want and need?
- What makes outstanding theory teaching in PE and why?
- Exploring the theory behind an 'active' classroom environment
- Develop a range of approaches to tackling key areas of GCSE PE
- Brilliance in skill based teaching – bringing the command words alive

Discussion: coffee break

11.00 - 11.20am

### Readiness for GCSE PE

11.20 - 12.20pm

- Ways to increasing engagement in the challenging topics such as Cardio-respiratory system, levers, planes and axes and biomechanics
- Helping students to answer the short questions: techniques that escalate the assessment objectives.
- Being in the position of the learner to make sure learning is penetrating
- Set up a motivating and engaging classroom and develop AO3 skills; how will this support the 6 mark questions.

### The NEA: Tackling the areas that students struggle with

12.20 - 1.00pm

- Where do students struggle according to the exam boards and what can we do about it?
- Approaches to encourage PE students to produce high level written work
- Methods for teaching the best coursework technique
- Requirements of the assessment grids: encouraging great work with our students

Lunch and informal discussion

1.00 - 2.00pm

### Effective differentiation to challenge and extend students of all abilities

2.00 - 2.45pm

- Making complicated and timely concepts easy – maintaining pace, motivation and enjoyment
- Questioning techniques for all abilities
- Analysis of resources that create an independent and innovative classroom
- Challenge the learners to adopt a synoptic approach to 9 markers

### Tackling the Extended Question

2.45 - 3.30pm

- Appreciate the importance of planning – how can this be completed in the exam environment
- Examining the balance of assessment objectives
- Teaching and learning approaches to develop the skills to build an answer
- Review model answers to extended questions – why did they achieve high marks?

LOCATION/DATE

London

Wednesday 28 February 2024

Friday 12 July 2024

## COURSE LEADER

**Jackie Brookes** is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

## 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