Professional Enquiry

This enquiry examined how the use of a physical education skills programme can help children to develop/improve fundamental motor skills (FMS) and a capacity to learn. Doherty & Bailey describe the link between physical education and learning as "significant" in the early years of education with "movement being particularly well placed to act as a vehicle for learning across the whole curriculum" (2003, p.5).
Setting out to explore the use of a weekly physical educational skills programme, how this could help children develop and overall how much impact it could have on their behaviour's within the classroom was the main focus of the enquiry alongside the actual process of a professional enquiry aiming to develop myself the practitioner as an individual.

To engage in a professional enquiry can present an insight into the orientation to practice and provide a professional outlook, a way of being a practitioner (Reeves, 2007). In this sense it consists of enacting a professional duty in order to try and to increase the good of the practice you are engaged in. The need for this in teaching is vital.

> Based on the belief that teaching is a very complex and highly skilled activity, which, above all, requires classroom teachers to exercise judgment in deciding how to act, high quality teaching and thus pupil learning are dependent on the existence of such professional expertise.
>
> (Pollard, 2008, p.5)

Maintaining and developing professional expertise can be supported through the process of reflection and questioning, seeking alternative ways to improve practice. Reflection as described by Bolton "Is a state of mind, as well as an on-going element of practice" (2010, p.3), It can enable practitioners to learn from experience about themselves, their work, the way they relate home to work, significant others and the wider society. Given that, and the nature of teaching, Pollard believes learning and professional development should never come to a stop, and refers to this as a "constructive spiral of professional development and capability" (2008, p.5), a cycle Intertwining with each other every step of the way, with the outcome steadily leading to an increase in the quality of teaching and enhancing the level of education provided for children. Reflection being a very personal matter and different for every individual means its context can be beneficial to every level of teaching, teachers in training, newly qualified teachers, right through to experienced professionals. It has also been said that, "critically reflective practitioners have increased morale, commitment,

openness to multiple perspectives, creative solutions and clearer boundaries" (Fook, 2002, p.47).

The need to engage in reflective practice clearly has its benefits for teachers, but it is also a practice that can have challenges and hurdles. Firstly, looking at incidents from an objective viewpoint, one that is not influenced by personal feelings can be very difficult, because, "we as humans can only perceive and understand from our own viewpoint" (Bolton, 2010, p.3). During the professional enquiry process the use of supportive mechanisms such as a coach or mentor becomes of even greater importance, as reflective practice leading to change and development only happens in learning organisations with these in place (Gray, 2007).

Evidence highlights the need to use the professional enquiry as a learning process, and an opportunity to engage with the professionals around us, all the time being open to constructive criticism and positive feedback. Analysing these opinions will then allow reflection through different methods and help form views with the ability to set targets that are suitable. Going into a professional enquiry with a mind-set that, what is seen should be reflected upon and not just taken for granted, Such as, the way it is done, and having the view that this is not the way it's done but one of the many ways it can be done, will then allow development of opinions and enhancement of pedagogy.

Rationale

Observing behaviours in the early years myself has often led to questions as to why sometimes children just cannot sit still when asked to, why others are able to focus and although appreciating difference in ages why some children simply are not able to learn as well as others. Watching children during carpet times and inputs there is often no difference in what they are seeing, hearing and experiencing from the input being given, yet they sometimes act in different ways than one another, fidgeting, eye movements away from where they should be focussed or an urge to talk to the person next to them. In many cases this results in the child being asked to stop doing whatever it is they are doing, being moved, and on some occasions the child being is issued warnings and punishments. Speaking with practitioners and asking about this the reply most of the time has been, the child in question "just doesn't follow instructions well" or "that is just how they behave," and, "we are working on changing their behaviours." This thought was something that drove and helped shape the rationale of the enquiry and became the focus of wanting to find out more about, as there must be deeper underlying reasons for the children's difference in behaviours than simply, their ability to follow instructions.

Entering the UK schooling system there is the often the assumption that a child will already be able to sit still, pay attention, hold a writing implement and make movements with their eyes to follow lines of print (Blythe, 2000), this is sometimes described as school readiness. Ladd implies by the time children enter school, they should, "have achieved a level of development that makes it likely they will successfully adapt to the challenges of formal schooling" (2005, p.10). Both highlight that by the time a child enters school there is an expectation that these skills will already be in place. There is also the question of neurological development and whether or not the child is ready to enter an environment where they are required to follow rules, pay attention, and take instructions. The concept of this is something that has generated wide debate and prompted research with increasing evidence showing significant links that neurological maturity and how impacts on performance in psychological testing are related (Bax and Whitmore, 1999). This being said, age is still the current criteria in which entry into UK schooling is based.

Children entering the school system without these skills in place can be at a huge disadvantage in terms of their physical and neurological development, with Blythe highlighting that "these children run the risk of later specific learning difficulties", "because the basic systems fundamental to learning are not fully in place upon which all later learning depends" (2000, p.154). This places a significant importance in the development of children's FMS and making it a first priority when entering schooling should be considered.

Movement capabilities of children within the ages of 2-7 enter a period of rapid acceleration with Bailey stating that, "this is the time when children lay the foundations for a lifetime of movement" (2000, p.35). The British Heart Foundation (BHF) also concurs that, "the early years is an important time in the establishment of physical activity and sedentary behaviours." With research to support that there is a link between higher levels of physical activity in earlier years leading to increased participation in physical activity in later years (BHF National Centre, 2013), It is increasingly more important practitioners should facilitate and encourage high levels of activity as early in a child's life as possible, not only for short term but long term health benefits.

Day-to-day School life can be tough for some children as classroom practice through observations and experiences have always had a required element of sitting still and listening at some point during the day. Children who have poorly developed postural control

often have been found to often have difficulty sitting still and focusing attention (Blythe, 2000, p.155), which can present problems for the practitioner teaching and the child in learning. The importance of developing motor skills within the early years of a child's life is vital with the link between the evidence emphasising how important a part physical activity can play in the overall development in the early years of life and increased research to support that participating in physical activity can help the development of FMS, the rationale for this enquiry is one that aims to increase understanding and awareness of the need for increased physical activity and skills programs focussing on FMS for children in the early years.

To understand how a physical development skills program would benefit children and the importance of FMS, first of all we have to understand more about physical development and the ways in which it can be influenced by multiple factors. "Physical development relates to the physical growth, maturation and development of gross and fine motor skills" (Melvin and Evans, 2012, p.82), with maturation referring to a child's physical development as being pre-determined, by genetic code. Melvin & Evans also suggest that physical development "is much more than just maturation" with "how we turn out including our make up being down to our phenotype" (2012, p.82).

Considering this, it raises the question over trying to develop/improve a child's FMS when something such as maturation is already pre-determined.

However, Edmond finds, how we develop which includes our physical makeup is down to "phenotype", called this by biologists "because our genetic makeup is determined by biology." It takes into consideration two factors, our genotype also called "nature", which is our genetic makeup, and the other, "our environment or nurture," this model suggests "that our phenotype is understood to be a complex interaction and interdependency" of a range of factors rather than just the genetic code, meaning our physical development process can be influenced even though are maturation is predetermined (2012, p.5).

When looking at supporting physical development a whole host of factors such as, family, friends and of high importance for the rationale of this programme school, can all play a part in influencing how a child develops. The need for this type of programme to be holistically looked at within school settings and considered to be of a high importance, as it has so many benefits to all children and areas of learning should not be overlooked, or just used to focus on children lacking/behind in their physical development.

The importance of developing FMS is essential for individuals in "achieving proficiency in various sports, games, and dances of a culture", and although being good at sports, games and dance are not the initial objective within the early years of a child life these skills "serve as the building blocks for efficient effective movement and help children to explore their environments and gain knowledge of the world around them" (Gallahue, Ozmun & Goodway, 2012, p.186) a statement linking nicely to the Early Years Development matters criteria "Understanding the world," in which it is important all children show understanding and seek engagement with the world around them, (DfE, Statutory Framework for the EYFS pp.37-42).

It is also suggested that in a child early year's their pattern of physical activity may also relate and drive their development of motor skill competence, with findings showing that a child who has more access to engage in physical activity will allow them more opportunity to develop FMS, in comparison to a child with limited opportunities to engage in physical activity who will then most likely have a lower motor competence. The differences have been tied to factors such as, environment, engagement in instructed motor programs and access to physical activity are just some areas that have been found in contributing to these findings (Gallahue et al, 2012).

With it being clear from Ofsted's- outstanding physical education for all report, that PE in our schools is in good health but needing improvement in the amount of physical, strenuous activity with enough activity time for children to learn and practise their skills (Ofsted, 2012, pp.4-6), developing or using programmes focussing on motor development and improving FMS for all that are engaged with and frequently, is greatly encouraged.

It also worth noting here the importance of the practitioner's role within the Early Years setting, with abilities and interests within subjects varying, research has shown that teachers are in a great position and should not overlook their potential to influence involvement in physical activity as they have the potential to introduce children to new activities and stimulate them to learn, or conversely, the influence they have in which to turn children away from engaging in physical activity (Haywood & Getchell, 2009). The need then for practitioners to understand and facilitate and support in an environment that allows children to explore and develop is critical to their development.

Operationalization

The early year's environment (Reception) was the area selected for the focus of this enquiry. Being a large setting with pupil numbers of 90+ and split into three classes it gave a wide pool of children in which to select to be part of the focus group. Speaking with the class practitioners and highlighting the rationale for the enquiry, children were chosen who were found to be lacking in areas of development in comparison to their peers. The practitioner's area of focus for selection was primarily on the children who were failing to meet criteria from the early year's development matters such as; "shows good control and co-ordination", "can handle equipment, including pencils for writing" (Department for Education, 2012, p.24). In total six children were selected, two from each class and co-indecently were all boys. Once the children's names were given, enquiry was made into other areas of their learning as to how well they sit still during carpet time, how they interact with others, and the way they communicate were all discussed. It was followed by observation of each child within their familiar setting to gauge and make a judgment that could later be used as comparison. Observation was the main assessment tool used throughout the enquiry. The use of observation in the early years setting is recognised by many as "important" as it can provide a rich source of information when assessing need and abilities (Edmond & Price, 2012, p.86) and if developed and used effectively in conjunction with assessment, can enhance children's achievement levels (Maude, 2001).

The chosen focus group participated for 20-30 minutes, once a week, over a period of seven in a motor skill development programme, the main resource for this was called Leap into Life, a resource for the delivery of Physical Literacy at Foundation Stage and Key Stage 1 (F2). The context of the resource was used to help guide and inform each session but not directly copied. Very brief daily interaction and discussion with the children about their overall feelings to their learning was also briefly done at lunch time, but more as a way to re-acquaint and familiarise with them helping to build a respectful relationship. Research by Edmond and Price highlight when asking a child to perform a set task there may be underlying factors with the successfulness of a child's ability to perform that set task when asked by someone they do not feel comfortable with or have not developed a bond with (2012), which was a very important aspect taking into account considering the rationale of the enquiry.

Each session related to an aspect from the Early Years development Matters guidelines, in the first session for example, **(see appendix A for lesson plan of session 1)** skills were planned with the following Early Learning Goal in mind

> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
>
> (DfE, Statutory Framework for the EYFS, p.24)

Each session was followed up by evaluation and reflection showing any progress or changes in development for child and practitioner. This was also used to inform current class practitioners of the stage each child was at for purpose of their own data.

Towards the end of the enquiry period, time was to be set aside to observe the focus group in their familiar classroom setting for a final time to see if any development had been made. Areas looked at were, engagement with peers, the ability to follow instructions, level of communication and how much understanding did they have on what task they were doing.

Outcomes

Starting the enquiry it was thought that there would be a standard protocol to follow each week in terms of instructing, learning, and reflecting with a clear way of assessing each child's progress that was going to be made each week, this was not the case and key issues arose that hadn't initially been taken into consideration which hindered and threatened to affect the overall outcome.

It was clear from initial observation that there was huge contrast in ability levels even within the children selected to take part in the focus group, some were able to communicate well but found it hard to focus, others were not able to respond in sentences and mirrored others behaviour's, whilst some showed great behaviour and listening skills but struggled with doing the motor skills required. This presented initial problems when beginning an enquiry such as this, as with limited sessions it was imperative to use time effectively and specifically focus on the intended rationale.

Issues around poor listening skills that arose during the process were areas that were more severe than expected and raised concerns over the children's ability to listen and how this skill not being in place inhibited learning within a programme, aimed to help them improve their ability to learn.

Throughout the first few weeks it was a struggle to adapt the programme to meet the needs of all learners ensuring they were all challenged and equally able to achieve. Using observations on each session, highlighting progression made with my own observation skills, unpicking what was being seen and how this can then be interpreted, proved to be the key in ensuring better planning and productive sessions.

For example, actions to help the improvement of listening skills required for a number of children became priority, this was to ensure the group as a whole had this is place in order to allow them all to learn and involved furthering my own knowledge. Findings suggested "being listened to can help us learn to listen" and dedicating effort each day with positive application can help support this development (Bayley, 2003, p.2). The application of this research proved pivotal to my own understanding and that of the children's learning. The direct outcome of this was to dedicate time at the start of each session work on listening skills, a small amount of time at the end dedicated to them telling each other what they had learnt and a consistent sound being used to get attention of the group when required.

With each session beginning to challenge children and provide great observational data, it was evident that more time and sessions was required to really engage with the skills if the children were to really have any long-term effects on their development and capacity to learn. Unfortunately due to time constraints and other issues, more sessions were not possible, the time of each session however did increase which proved wholly beneficial with positive results across the group starting to show. The clearest sign of progress at the midway stage was seen in observing session four **(see appendix B for reflection of session 4)** where it was noted children listening skills had really improved and instructions were being followed and tasks carried out to great effect, this was also noted by the children's class teachers in the way this had also improved within the classroom environment and were being more respectful when others were talking.

Finalising the enquiry, time was taken to visit the children in their respective classroom environment and it was observed that increased confidence was evident within children who were previously lacking in their communication skills **(see appendix C for shortened PKE report).** Two out of the three, began expressing themselves through speech more effectively and seemed to be very aware of what they were doing in relation to their learning or free playtime. Evidence that this was linked specifically to this skills programme, as opposed to them feeling more comfortable with the surroundings or myself as the practitioner is too difficult to distinguish between, as feedback from their teachers wasn't

conclusive enough to say there had been a change. With research indicating, “speech is dependent upon the motor system for control of the lips and the tongue” (Blythe, 2000, p.154) it does however lend some support that this FMS programme was helping children progress with their ability to communicate.

With the main focus of the enquiry looking at developing/improving FMS and a capacity to learn, evidence of positive progress was becoming clear in the outcomes. Areas such as communication and listening skills had taken prominence over the actual development of the skills themselves and supported findings suggesting that listening skills can be improved through improving body management, supported by Blythe stating, “although all learning takes place within the brain it is the body which acts as the receptor and the medium which knowledge is expressed” (2000, p.154).

The outcomes of the actual ability to perform the skills each week and the strategies in which they were taught were given even more focus toward the end of the enquiry as positive results were being shown and it was clear the program was having an effect, with their capacity to learn becoming greater, and them wanting to be challenged more. With deeper understanding of child development and improvement in observational skills, this was something that could be explored. Progressing at a rate in which they could all still learn was a challenge for myself as the practitioner also, it required using the Leap into Life resource slightly differently and unpicking the movement aspects within the activities from various stages although, ensuring skills were linked to one another and the lessons overall objective. Doing this allowed the children choice in the options of which skill to perform and challenged myself as the practitioner.

Session six/seven began to see children exploring and making decisions that they were not doing themselves at the start of the programme. For example; a strategy used to keep in line and focus on balance whilst walking was to put a bean bag on each child’s head and ask them if they can move to the other side of the room and return without it falling off, which was initially met in session one/two with running and beanbags dropping of frequently. After sessions on supporting weight, balancing, and ways to move effectively, this request was again given and without instruction the children successfully used their arms to provide balance moving a lot slower, which saw a decrease in the amount of times the bean bag was dropped. The overall improvement is not one that can be expressed fully through writing, but visually was clear to see that an understanding of skill required to complete a task had been learnt **(see appendix D for photos of PKE session 6).**

Evidence showed that the children were learning and improving in a whole host of areas, some of which hadn't even been considered when the program began. Measuring the overall effectiveness of the skills program in relation to their motor skill development in completing tasks, (were they better at hopping, catching, jumping, balancing) proved difficult to assess over a short period of sessions and weeks, but it was certainly clear from each session, observations and class teacher feedback that taking part in the programme had improved a capacity to learn and the crucial aspect having a smaller group size of children this age certainly made it easier to implement strategies which in turn really benefited them as focus group.

Reflection

Throughout this enquiry the focus was to develop/improve FMS within the children taking part, leading to a better capacity to learn. The outcomes for most were positive with feedback from class teachers highlighting the programme as beneficial, and through observation it was clear that there was an increase in capacity to learn. The process and outcomes for this however could be simply down to natural development and/or progression within the classroom environment, as many of the skills to developing the ability to follow instructions and listening skills were also being applied but on a much larger scale.

The enquiry itself took place over a period of seven weeks and only once per week engaging with this programme for a period of 20- 30minutes, this also included a week half term in between weeks 3-4. And, although there is literature around intervention studies developing FMS, stating, "instructional interventions should provide at least 8 weeks of instruction" (Gallahue et al, 2012, p.283), my feelings are that in this instance, although only one session away of the eight weeks mark and still showing elements of progress, it was still not frequent enough to conclusively say the programme developed/improved FMS and a capacity to learn within all of the children taking part, meaning the outcomes could be purely subjective and possibly influenced by what the rationale was aiming to do. I am however, in no doubt that a skills program such as this used more frequently for children behind in the development or even those who are not, would develop/improve FMS and a capacity to learn through evidence in the research that has been shown.

Development in the enquiry from a professional perspective has been one that has been greatly beneficial, the questions raised through-out have helped me to seek higher levels of

information and the level of understanding gained is something that would not have been if it was not the requirement to engage in a professional enquiry. The ability to question research, reflect on actions and decisions, and how my own level of understanding can play a part, has been one that has led me to develop immensely both personally and professionally. For example, my use of observation as an assessment tool for this enquiry. Initially being presented with research highlighting that observation is a good tool for assessing within the early years setting would have encouraged me to set off and engage without really considering further implications. It was only down to critically engaging and seeking further research and answers that led to deeper understandings such as, although the use of observation being recognised by many as important, it is also something that can also be very subjective and can rest on the ability of the practitioner. Hurst and Joseph write,

> Good education in the early years rests on the ability of practitioners to understand children's development and to learn from observation how to use their knowledge and understanding to further individual children's learning in an educational setting.
>
> (1998, p.63)

For a trainee teacher who is still in the developing stage, learning to observe and using this as a way to assess and give feedback is one that is very difficult, because observing analytically leaves no trace, as writing or painting would do (Maude, 2001). The need to develop this skill is one that is a key for a trainee teacher, and due to this possible lack of skill is also one that can affect outcomes.

The enquiry itself was possible hindered by my own ability as the practitioner to observe and analyse effectively. However, throughout the process a better understanding from engagement with literature allowed critical reflection in my own development, leading to further thought to my practice and certainly made me feel like sufficient progress within my observation skills were made.

Recommendations for future practice for oneself and to those engaging in such a program would be to ensure the group is small in size and listening skill activities are prioritised from the start, even if some are already able. By doing this it will ensure a good base from which introduction of complex skills and activities can be implemented.

Conducting an enquiry such as this was one that was exciting, challenging and personally rewarding in many ways. Development professionally is something that has certainly

happened, helping shape my pedagogy as a practitioner for the better and has introduced me to many new avenues of research. Something of note that I will certainly taking with me into my career and exploring further is Blythe's research, suggesting children who are developmentally delayed or summer born who are struggling academically in their reading, writing and maths will not benefit or show acceleration in achievements from having increased emphasis and workload put upon them focussing on these areas. But, providing them the opportunity alongside this, in which to develop their gross and fine motor skills may be sufficient and beneficial (2000).

(Word Count: 4,808)

If my work fails to meet the M level assessment criteria, I would prefer Option A: For my work to be re-assessed against the alternative Level 6 module criteria so that, if successful, I could be awarded the Professional Graduate Certificate in Education at the July Examination Board.

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Appendix A – Lesson plan for PKE session 1

Session plan for adult intended learning

<table>
<tr><td>Student teacher's name: Gary Bell
Date: 4/2/2014 Duration/timings: 20-25minutes
Other adults: 0</td><td>Children:
Small group work 6 children.</td></tr>
<tr><td>Student teacher's target in relation to Teachers' Standards, National priorities or action plan: TS2,d, TS6, c,d, TS7,b, d.</td><td>Issues based upon reflection of previous teaching evaluation:</td></tr>
<tr><td colspan="2">PKE Rationale: How can the use of a physical education skills programme help to develop/improve fundamental motor skills and a capacity to learn?

Rationale for lessons: to develop motor skills through and an active learning programme.
Being able to listen, being able to find space, ability to control equipment, following instructions, directional language, shape recognition including properties of shape, how to walk in a line, how to move within a circle, how to move safely in and out of spaces. How to move at speed, how to jump and land correctly, names of body parts, responding to rhythm/beat, to articulate and explain how their body is moving, following trails, paths.</td></tr>
<tr><td>Learning intentions: LO1: To walk and run using a variety in the length of stride.

30-50m: Moves freely and with pleasure and confidence in a range of ways, such as Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

40-60m +: Experiments with different ways of moving.

Early Learning Goal
"Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing."</td><td>Area(s) of Learning and Development:

PSED: - Making relationships.
Physical development: - Moving and handling
Communication and language: - listening and attention & understanding

Characteristics of Effective Learning:

Playing and Exploring (being willing to 'have a go') Taking a risk, engaging in new experiences, and learning by trial and error.

Creating and thinking critically (choosing ways to do things.) Planning, making decisions about how to approach a task,
Solve a problem and reach a goal.</td></tr>
<tr><td rowspan="2">Practitioner's role:

- Talk about safety/rules, whistle to stop and stand still. Practise this.

- Practise finding space, should be no one with in arms reach of you.

- Can you travel around in space, tiptoeing (fairy), small steps (mouse), swinging arms and lifting knees marching soldier), huge steps giant), walking tall (giraffe).</td><td>Role of other adults:

- If teaching assistant present to observe and assist.</td></tr>
<tr><td>Key questions, ideas and vocabulary:

- Can you show me how to…
- Can you do it on the other foot…
- How do you legs feel when you take giant strides?
- What do you do with your arms when you walk?</td></tr>
</table>

<table>
<tr>
<td rowspan="2">
- Choose one of the movements we've just done to travel around the space and stop on signal. Repeat and allow change of movement if they wish.

- Now skip/run around the hall and on beat of drum change direction. Repeat 3 or 4 times.

- Can you walk backwards, forwards, sideways.

- Pick your favourite movement from the lesson and free run for 30secs.
</td>
<td>Management, organisation and risk assessment:

- Awareness of space
- Ensure repeatedly explain about looking where you are going.
- Ensure children understand what whistle means.</td>
</tr>
<tr>
<td>Formative assessment opportunities:

- Noting the children's verbal responses and their actions through talking and visual observation for group record.
- Assessing children's physical ability through reflections.</td>
</tr>
<tr>
<td colspan="2">Evaluation</td>
</tr>
<tr>
<td colspan="2">Evidence and analysis of learning linked to learning intention(s):
This initial session on motor skill development was focused around assessment of their ability to follow instructions and really to gauge the current level of physical skill they have.
In the group there were 6 boys with varying ability in terms of their motor skills, some could follow each instruction with ease whilst others struggled to really put what they were seeing into action. The level of understanding from some had still not developed and it was clear that they were copying others with no real understanding of what they were doing. When introducing them to areas that they hadn't done before e.g a new movement it was difficult for them to replicate.
The LO to walk and run using a variety in variety in length of stride was an objective that was quite broad and allowed children to demonstrate their current ability as opposed to following precise actions. The structure of the lesson allowed choice over what action they wanted to do and focused on ensuring that action was done correctly and assessing them was done visually.
It is clear that even within age ranges 30-50m 40-60+ there are still varying degrees of ability in terms of their motor skill, I didn't think this would be the case before going into this, I presumed they would all be of the same level. This will present challenges with meeting the needs of all learners TS1b.</td>
</tr>
<tr>
<td colspan="2">Progression:
Next week I will focus on re-capping some their previous session to see what has been remembered and how successful the learning was. I will also aim to introduce new movements and instructions such as can you follow the leader? Can you copy a movement? This will allow progression the lessons, but still as it's not regular (3 times a week) it will be hard to see improvement in the short term. The next session will allow the children to explore their own ways of moving and expand on the next LO which is again, to walk and run using a variety in the length and stride. TS6c, which is related to my action plan and feedback, will also be an area of focus.</td>
</tr>
<tr>
<td colspan="2">Reflection of teaching, management, organisation:
The teaching of the lesson went well, not knowing names cause some issues with listening but this was quickly addressed, how the lesson flowed was also important to allow adequate time on each skill, at the same time ensuring pace to prevent losing focus. I feel I did this well and was reflected in the children looking tired and me including an unplanned rest period within the session.
I think the set up and organisation of the lesson in this way helped introduce children to what the lessons were going to be about and didn't overwhelm them, which they responded very well too.</td>
</tr>
</table>

Appendix B – Reflection of PKE session 4

PKE Reflection 4 8/3/2014

With this week's session being a recap on the LO's from previous session I started with asking them to demonstrate LO1 before dealing with any misconceptions and modeling. This was great from an observational perspective as it allowed me to assess their level of understanding and assess their technique. Throughout the session they demonstrated a good understanding in taking off and varying their jump depending on situations. For example when hoops were further away they swung their arms to help them generate bigger spring. It was clear to see that their following of instructions had improved and this was reflected in their understanding of what was asked of them. This was modeled last week and many had remembered the guidance they received. Further evidence was in what they demonstrated when it came to (Com and language) where the higher ability in the group instructed the lower ability in how to jump with feet together. Linking to the **(EYFSP) "**Moves spontaneously, showing some control and co-ordination." "Usually shows appropriate control in large and small-scale movements." All children have shown evidence of this in their movement.

Next week will look at linking movements together, walk, run, and then jump. This will put into practice all their previous movements and look at how the can link them together. Linking together so far has proved tricky because it has required multiple skills, (re-calling actions and movements) it will be important to re-cap and model this before asking them to try. Professionally I will look to make the session have more variety, using balls and other equipment. Last week this worked really well and engaged them, improving motivation, which in turn helped manage behaviors. Doing this also allowed me to see other areas of their development for example, catching and spacial awareness of object on the ground which I again will include aspects of this week. From a teaching perspective I am beginning to see how lessons can often become stagnant using the same structure each time, the emphasis on making them different in the way that their inputted really helps the children as it encourages and motivates. Thinking about this beforehand is allowing me to plan differently and develop my pedagogy all the time.

From previous reflections I had noted about listening skills needing to be talked about and the lesson having more pace and a variety of activities. Addressing these issues eradicated any problems from this session and there were no behavior issues. The variety in activities led them being challenged right after completing each task and even pushing them to really focus on what they needed to do if they wanted to succeed in the challenge. There were still small issues with listening skills but that was due to attention, this is possible linked into neurological development as opposed to behavior. Speaking with the class teachers it was also noted that they had been following instruction better within the classroom, which provides good evidence in relation to the rationale of this enquiry.

Appendix C - Shortened final PKE Report

Children in Focus group (abbreviated names)	Initial class observation 3/2/2014	Final class observation 28/3/2014
Dil	Within the classroom Dil was very reserved and quiet, he often mirrored what other children were doing and whilst on the carpet seems very much disengaged. During group work he did okay when he was supported but when asked didn't have an idea of how to complete the task. From teacher information he lacked co-ordination in P.E and struggles to hold a pencil effectively. Overall is a happy child and does everything with a smile.	Dil is very engaged in the classroom, he is able to express himself as to how he is feeling and has more focus in what he is/wanted to be doing. During group work he is still very quiet and doesn't initiate conversation with peers or adults. During P.E he still struggles with the skill aspects, jumping hoping and is improving his ability to hold a pencil. Still very happy and progressing in his learning.
Rud	Very fidgety on the carpet during input and wasn't able to answer a question when asked. Distracted a lot of the time and was focused elsewhere. Did not communicate much or follow instructions well. Teacher feedback: Struggles with learning and is very quiet in the classroom, only communicated by making noises and doesn't really respond to adults. Hold a pencil well and has good fine motor skills e.g doing up zip, using knife and fork.	Rud seemed a lot happier in the classroom. He was happy to come and show things to be but was still not very good at verbally communicating when asked a question. He responded to instructions but had to be reminded of them a few times. During carpet time he was distracted and looked around but did not distract others and sat still better. Teacher feedback: He sits on the carpet and is less of a problem but overall his understanding is behind much of the class.
Hol	Very quiet and wasn't able to answer when spoken to even by teacher, could show his understanding visually very well. When working in a group would sit and not engage with peers and had no motivation to work. Teacher feedback: follows instructions well and is often very quiet, mirrors others with what they are doing and wanders around a lot with no focus.	Still very quiet and didn't communicate when spoken to, during group work he was encouraged to write and did, but reluctantly. Teacher feedback: Has shown small improvement in the classroom over the coming weeks and seems a little more focused when doing a task or playing. Wanders around less and seems to be developing friendships.

Cod	One of the oldest in the class and communicated very well with peers and adults, was able to explain what he was doing and where he wanted to go with it. Very energetic and outgoing and keen to play. Found it difficult to follow instructions when asked to sit, be quiet etc. Teacher feedback: Constantly challenging because of listening skills but work wise is one of the brightest in the class. Physically he has developed but lack co-ordination.	Cod was very keen to show me what he was doing and everything he had been learning. Communicated in a calm manor and was respectful of to others when they also wanted to talk. Still found it hard to listen and follow instructions without getting distracted but there was some improvement. In his learning he had progress at normal rate and was doing well in line with expectations.
Cas	During carpet time would never sit still, constantly talking and causing issues, when asked was not able to give correct answer. When playing was communicating well and often seems to be very bossy with other children. Teacher feedback: In group work he is very hard to control and is very energetic, his ability to write readable letters is poor and this is a real area of concern. He is happiest when playing which we use as a way to encourage him to learn.	During carpet time was sitting still but not engaged with teachers input, talked to others every now and again and had to be reminded a few times to stop. When on task was able to communicate what he was doing and very aware of what was required from him. Teacher feedback: Cassius is still very difficult and distracts others a lot, his ability to sit still has improved slightly and his writing again is slowly improving. Overall happy when playing and finds it hard to work.
Geo	Very good on carpet, was able to sit still and engaged with input. Lacks ability to hold a pencil effectively and want able to make and readable marks when trying to write numbers. Followed instructions well. Teacher feedback: Geo's learning is slower than most and needs one-to-one help to complete work. Overall he is below expectation in comparison with peers but doesn't cause any big problems in terms of behaviours.	Geo was sitting with Cas and was messing around quite a lot, their friendship seemed to have developed and G was mirroring C's behaviour. After being separated G improved. During group work was focused and was using a pencil making more notable marks. His ability to communicate seemed to have improved. Teacher feedback: Behaviour deteriorated slightly due to friendship group but his learning was still at the same rate. He is using a pencil more effectively and still behind in his learning.

Appendix D – Photos from PKE session 6/7



