

PE Checklist Tool



Teacher/PST Name	Observer Name	Subject/Topic	Date	Year Level	Class Size	Duration	Lesson Plan

Areas for Observation		Observed	Not Observed	N/A	Comments / Evidence
PREP. PHASE	Risk assessment (or ref to unit plan)				
	Equipment planned				
	Set tasks for students not doing practical				
ENTRY PHASE	Oversee entry into lesson				
	Valuables (RE- school policy)				
	Roll marked				
	Injured participants identified				
	Uniform breaches addressed				
INTRODUCTION	Learning intention(s) clearly articulated				
	Success criteria clearly articulated				
	Establish teaching tasks/activities				
	Warm-up activity explained				
	Warm-up activity is demonstrated				
	Checks for understanding (initiate, respond, feedback)				
	Students ask questions				
	Warm-up links to learning intention				
	Cues less than 5				
	Encouragement for effort is offered (T uses names)				
	Encouragement for achievement (T uses names)				
	All students participate in the warm-up				
Skill assessment					
BUILDING PHASE	Whistle to cue 'stop play'				
	Organise equipment and space				
	Teacher or student demonstration of skill				
	Teacher or student demonstration of drill				

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BUILDING PHASE	Different skill options are given				
	Different drill options are given				
	Teacher groups students on ability				
	Students are given choice on skill or drill to practise				
	Transition time - less than 5mins				
	Peer assessment				
	Peer coaching				
	Teacher assessment				
	Skills relate to learning intention				
	Drills relate to learning intention				
	Feedback is on content (knowledge)				
	Feedback is on process (skills)				
GAME PLAY PHASE	Explanation of rules				
	Explanation of tactics				
	Appropriate positioning of class				
	All students participate in the game				
	Modified game				
	Teacher adapts rules, space, players				
	Students adapts rules, space, players				
	Feedback is on content (knowledge)				
	Feedback is on process (skills)				
	Encouragement for achievement (uses names)				
Encouragement for effort (uses student names)					
SUMMARY	Refers back to learning intention				
	Student(s) articulate what they have learnt				
	Teacher summarises what they have taught				
	Student(s) demonstrate what they have learnt				
	Teacher gives explicit feedback to students (Using names)				
	Link to next lesson				
POST LESSON	Evaluate/reflect on lesson				
	Plan for next lesson				
	Post Lesson Questions in the T3				