



Education
Scotland
Foghlam Alba

High Quality Learning and Teaching – Higher PE Webinar 3

Stuart McCracken – Education Scotland HWB National Advisor

For Scotland's learners, with Scotland's educators

High Quality Learning and Teaching

Agenda



CIC update

Kevan Bryden - Utilising digital technology to enhance written responses

Fiona Fisher - Adaptive practices

Carey Pegrum - Personal Development Plan

Stuart McCracken - Personal Development Plan

Questions

High Quality Learning and Teaching

Feedback/next steps:

- Feedback:
- https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKb6Kv_PlwT1LtldfNr4BliZUNU1BNUtQV0pXVkVGSE9DUFUzTU9ZOFpOVy4u





Scotland's Curriculum Framework curriculum improvement cycle



1

Review evidence and feedback on how the curriculum is working in practice for children and young people from a wide range of relevant sources to identify areas for closer focus.



analysing

2

Use the findings from analysis to plan changes needed.

Work with co-design partners to develop and test relevant workstreams.



engaging and co-creating

3

Work with co-design partners to build capacity and develop professional learning at different levels of the system from place-based to national.



sharing, learning and adopting

4

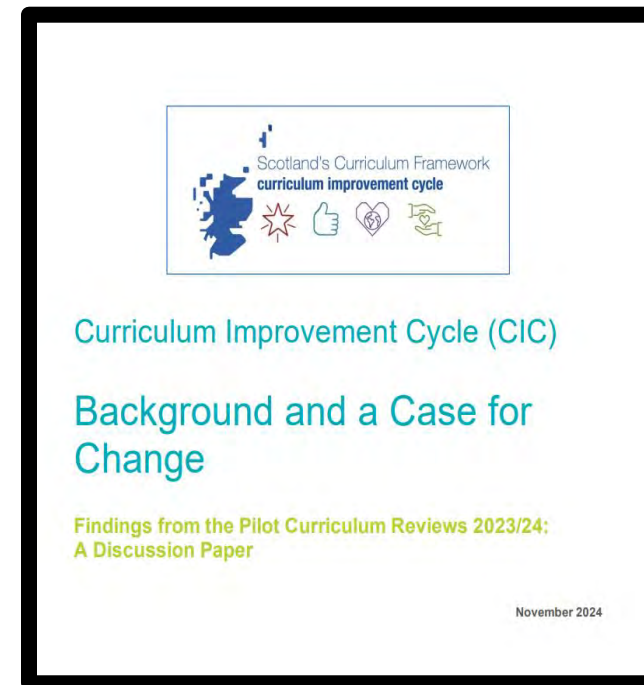
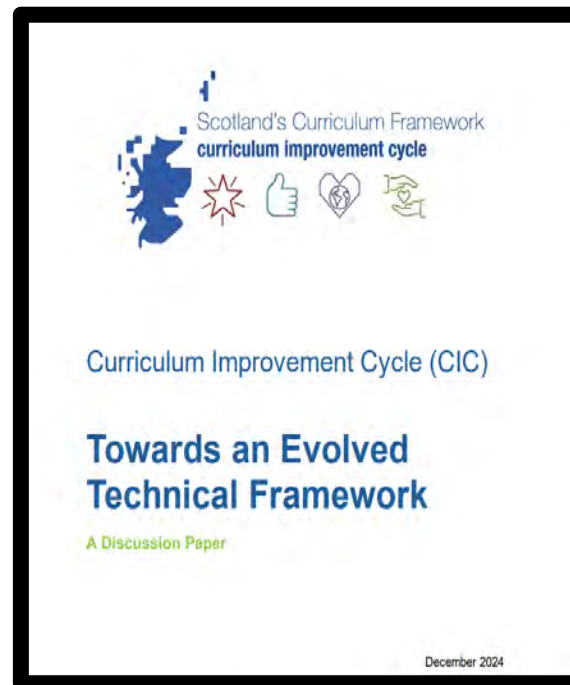
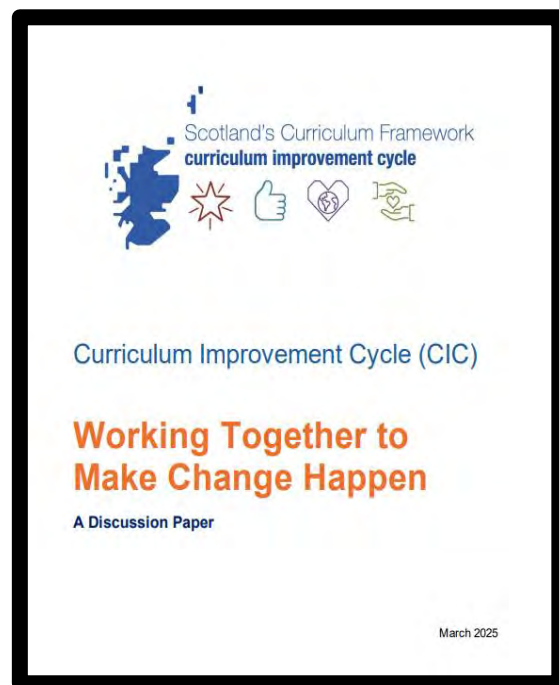
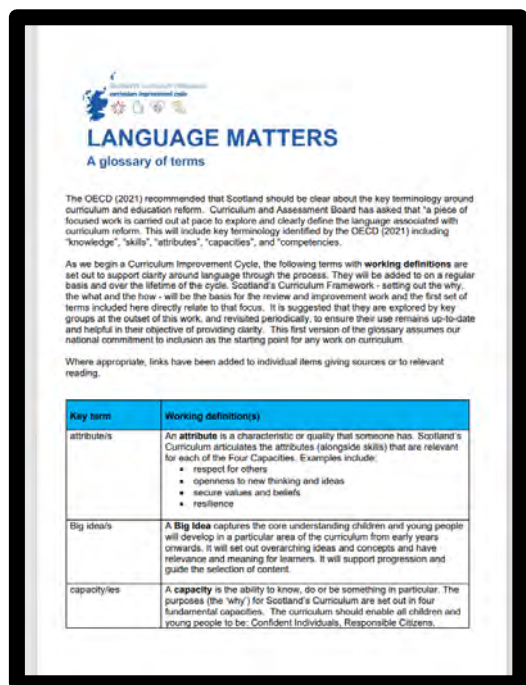
Monitor and evaluate impact and effect of changes as they are being made.

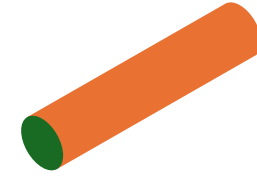
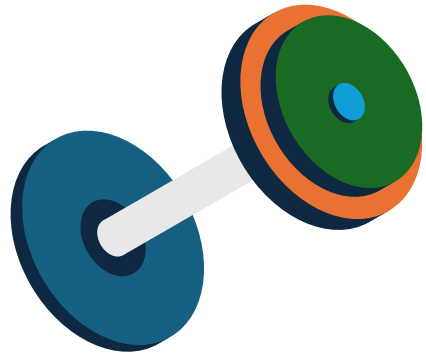
Gather feedback in order to support improvement as part of the ongoing cycle.



mobilising, monitoring and evaluating

High Quality Learning and Teaching

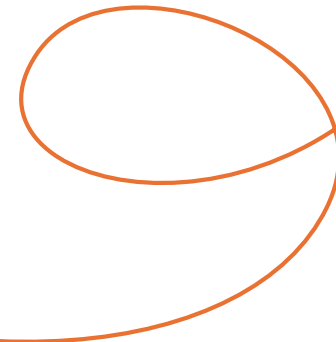
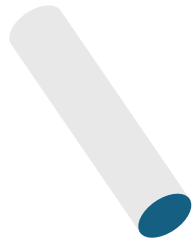




Kevan Bryden

Marr College, South Ayrshire Council

Differentiated teaching approaches – Utilising digital technology to enhance written responses



Visual Scaffolding in Higher PE

...game
...boost
...would use
...lose a point.

...otional factors is blindfolded
...d where one of us was
...not. The blindfolded person has
...avigate them round the course by
...y allowed to use verbal
...the other partner through it. You
...without touching any obstacles. This
...e instructions provided. Once you
...would complete it. After both had
...ss how well each other did and the
...they can improve next time.

...develop emotional factors was positive
...lk is when I make statements that I say to
...to my development needs. For example if
...ent need I would say "stay calm", I would
...my team made a mistake or we lost a
...ver and over to ensure that I was calm
...not affect my performance negatively.
...ocus on the game and on the next point
...up with these statements before the
...in game. I made the statements my
...y I preferred them

If confidence is down,
ot this" in game after
an play better, and
ould increase my
that I should be

...ly we decided what we would say to our self if we
...it or made a mistake during our games. we then got into
of three and picked another team to play against. every
...we lost we would say our phrases such as "you've got this".
...ing this kept my confidence high so i could try my best
throughout the whole performance.

Abigail
Mar 3, 2025
One approach used to develop emotional factors is positive self talk. To do this we would think of positive things before a game to use throughout the game such as "you've got this", "you can do this". And then we would get into team and play a game of volleyball against another team and during the game at any point, especially after losing a point or making a mistake, we would use one of the positive things to say to your self in your head to boost your confidence to continue to play the game.

kevanbryden
Mar 3, 2025
good - remember to say what you are thinking about as you use your statements e.g. positive outcomes in the next play

Jamie Tuton
Mar 3, 2025
One approach I used to develop emotional factors is a positive self talk. Firstly I got into a quiet area in the pe hall and told myself that I would use a phrase to better help my performance. I made up the phrase "next point" and used that in a volleyball game to help me better focus in between points for example when I'm preparing to receive of serve so I am fully concentrate on the ball. I repeatedly told myself the phrase again and again and it better helped my performance as I was able to not be angry with myself and distracted on a previous point.

kevanbryden
Mar 3, 2025
Just enough of a link to emotions at the end. be careful not to base it on mental factors e.g. concentration and focus at the start.

adam
Mar 3, 2025
one approach i used to develop emotional factors was positive self talk. for example during a game, every time i made a mistake or lost a point i used this. i came up with a phrase i would say before the game. for example " head up, keep going": this kept my confidence high even though i was loosing and it helped me to continue to work hard and win back points

kevanbryden
Mar 3, 2025
motivation = mental. make a link to emotional

Creative Robin
Mar 3, 2025
Firstly, before I began playing a series of games of volleyball i came up with quick phrases. For example "next job" or "big next point" .Thirdly, When i made a mistake and i was anxious about the next point i said this to myself. This helped calm me down and focus on playing the points , meaning i could focus on my ability. Therefore my overall performance will improve.

kevanbryden
Mar 3, 2025
next job?

kevanbryden
Mar 3, 2025
good - maybe just give more detail on what you are thinking about or how often you say it into your head each time, little details count

Charles
Mar 3, 2025
One approach I used to develop emotional factors was positive self talk. During a volleyball game I said the words "I've got this" in my head before every point. This means I am able to keep my confidence throughout a game even when it is challenging and we are losing. When I am serving using positive self talk allows me to refocus on my technique and where I am serving after a bad run of serves.

kevanbryden
Mar 3, 2025
tell me about making up the statements specific to your Development need before games/practices

fraser
Mar 3, 2025
one approach used to develop emotional factors is positive self talk. We used this to improve confidence. for example - 'you can do this'. in volleyball when doing a practice type game whenever we made a mistake we then tried to pick ourselves back up to improve our confidence. we would do this straight after a mistake or before taking a serve so you can calm yourself down as the play has stopped. this may make sure i am not de motivated as i am confident which means i am able to play at my highest ability.

Bea
Mar 3, 2025
One approach used to develop emotional factors is positive self talk. During a game (typically after a loss of a point) the performer must encourage themselves to keep going and to stay focused. An example of this is "keep going, focus on the next point". The performer must say this in their head to help with their confidence. I would come up with these sentences prior to game.

kevanbryden
Mar 3, 2025
Who/When did you come up with these

Rory
Mar 3, 2025
One approach used to develop emotional factors is positive self talk. When i made a mistake and i was anxious about the next point i said this to myself. This helped calm me down and focus on playing the points , meaning i could focus on my ability. Therefore my overall performance will improve.

Isia
Mar 3, 2025
one approach used to develop emotional factors was positive self talk. During a volleyball game I said the words "I've got this" in my head before every point. This means I am able to keep my confidence throughout a game even when it is challenging and we are losing. When I am serving using positive self talk allows me to refocus on my technique and where I am serving after a bad run of serves.

connor
Mar 3, 2025
One approach used to develop emotional factors is positive self talk. i did this in my head before every point. This means I am able to keep my confidence throughout a game even when it is challenging and we are losing. When I am serving using positive self talk allows me to refocus on my technique and where I am serving after a bad run of serves.

Jack
Mar 3, 2025
One approach used to develop emotional factors is positive self talk. i did this in my head before every point. This means I am able to keep my confidence throughout a game even when it is challenging and we are losing. When I am serving using positive self talk allows me to refocus on my technique and where I am serving after a bad run of serves.

The Norm

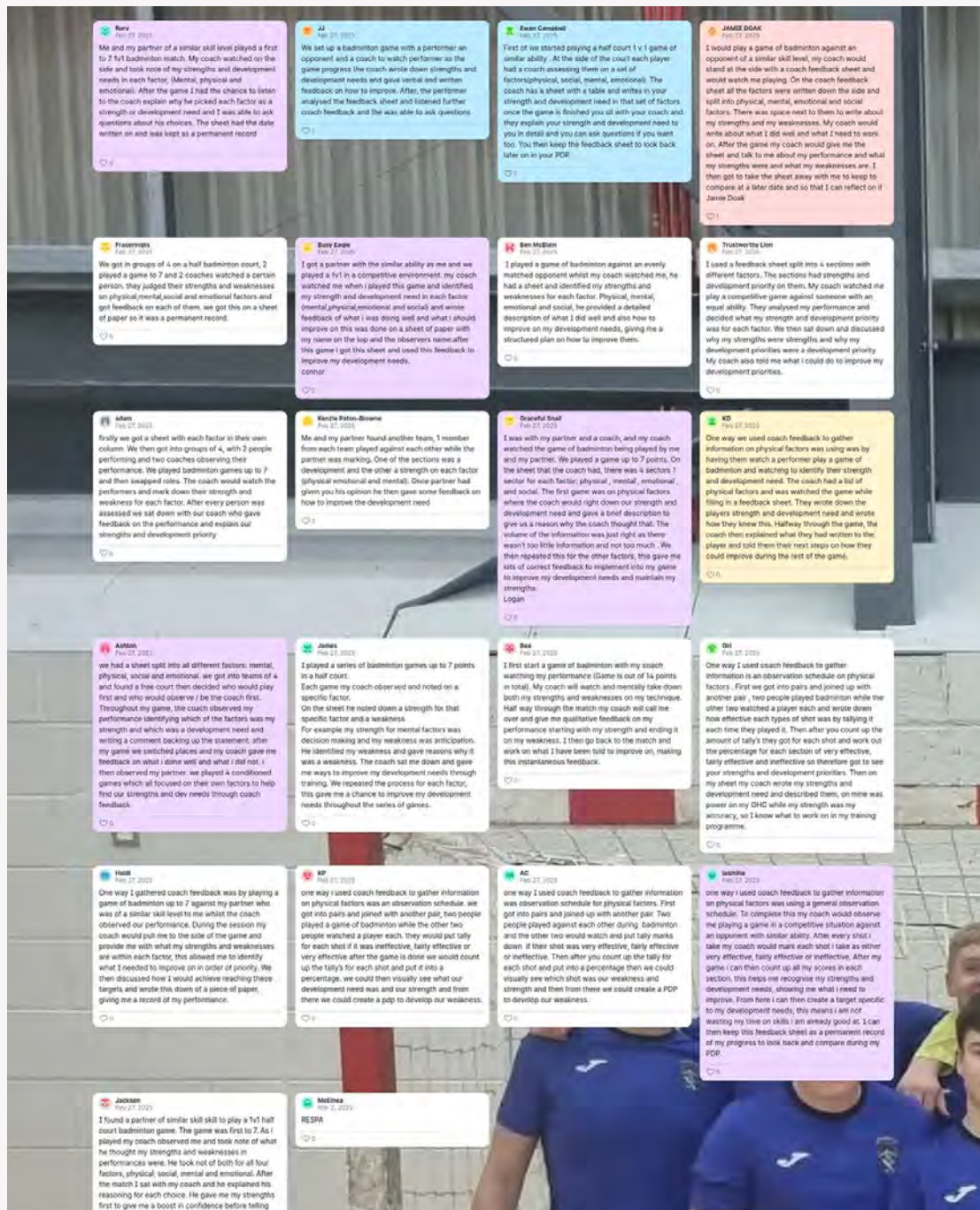
Teachers spend hours creating 'example' answers that we break down to demonstrate content and structure - Still Essential

Why This?

Can we generate a wider range of responses that pupils can interact with to build confidence and improve Higher Order Thinking Skills?

s that it has clear protocols.
made in the relevant segments wh
w mistakes are made.
o identify strengths and develop
to your weakness.





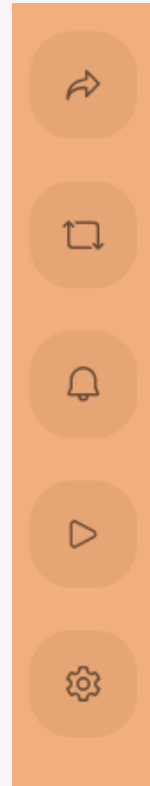
Padlet

ICT Platform that allows users to contribute to a shared space on thier own devices.

In Practice

Create

1. Set up your board
2. Add your topic/questions
3. Set the post fields
4. Download the QR Code to Share



Home - Canva

Visual Scaffolding in Higher PE

Recents

Section 2 Practice

padlet.com/dashboard?mobile_page=LayoutPicker&filter=combined_recents

Glow - Sign InInsight LoginCoaching Made EasyWelcome | Sports Di...Voting - MentimeterSQA - Understandin...Login | Microsoft 365

HomeGalleryLearnJoinTATAMake

kevanbryden

Hi, kevanbryden

Don't forget to drink water.

Search padlets

Recents

Made by me

Trashed

Bookmarks

Favorites

New folder

Personal Neon

Make a padlet

Section 2 Practice

kevanbryden • 5m

Evaluate the use of an identified method to gather...

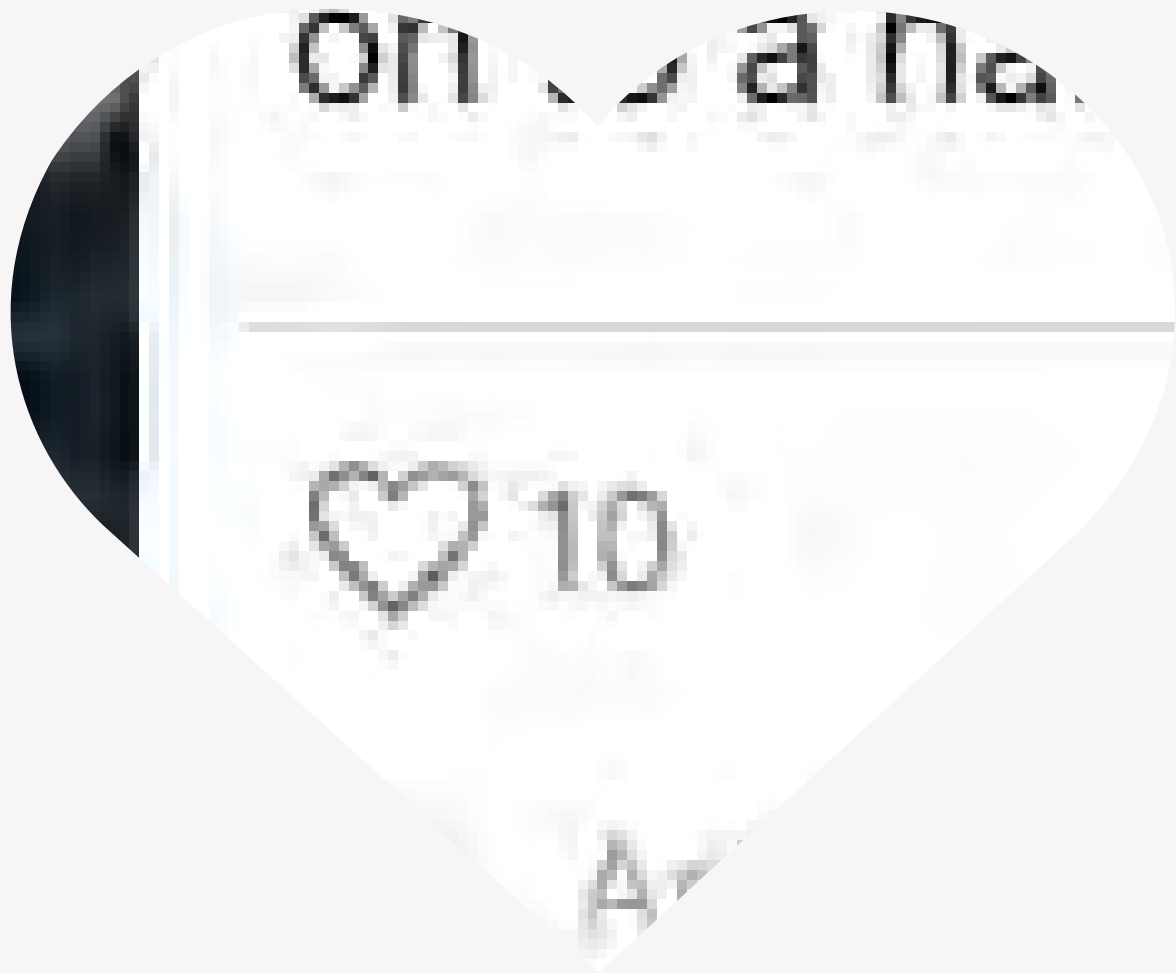
kevanbryden • 5d

11:23

01/06/2025



Produce and Review Responses



Peer Feedback and Model Responses

Individual and Class Feedback

Mar 3, 2025

para 1 - say that it can be used quickly in games, at any time, can have an ongoing poitive impact.



kevanbryden

Mar 3, 2025

Mar 3, 2025

para 2 - Include that they can be used quickly



kevanbryden

Mar 3, 2025

good



kevanbryden

Mar 3, 2025

good - impacts here are good and relevant to the approach and situations



kevanbryden

Mar 3, 2025

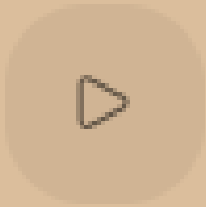
tell me about making up the statements specific to your Development need before games/practices

kevanbryden

Mar 3, 2025

be extra specific about when you would say these? how many times/how long/what do you think about while using these? refocus on what?

Other Resources



Slideshows



kevanbryden

Evaluate the use of an identified method to gather information on Physical Factors. (2 marks)

▶ Auto

1 / 16 >

PDF documents

[illegible]

Impact

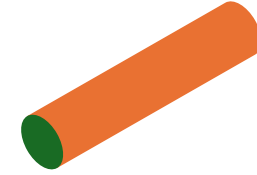
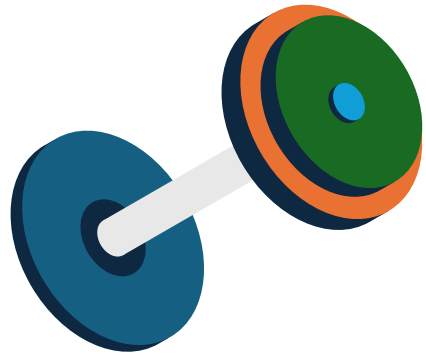
Silence Pupils have enjoyed using phones and the platform

Support Pupils see variety of answers. Those that struggle get a prompt before creating their own answers

Variation Not just interaction with the Teacher created 'Perfect' answer. Getting to see how peers produce responses.

Resources Images, PDFs, PowerPoint have all been used to provide and support further learning experiences

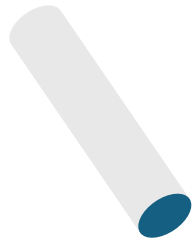
Feedback Immediate, individualised and whole class. Opportunity for 'at a glance' for staff.



Fiona Fisher

Balfron High School, Stirling Council

Differentiated teaching approaches – Adaptive practices





Quick Guide to Adaptive Teaching

- What is adaptive teaching?
- Strategies and examples

Adaptive Teaching

Providing the same
experience with different
levels of support (Durden-Myers, 2023)

Adaptive Teaching in PE



Understanding Adaptive Teaching (EEF, 2022)

Theory Practice



A hand-drawn diagram on a chalkboard. The words "Theory" and "Practice" are written in a cursive script. Below each word is a horizontal line. These two lines are connected by a single horizontal line that is supported by a triangular fulcrum in the center, forming a balanced seesaw. This visual metaphor suggests that theory and practice are equally important and balanced components of a whole.

Adaptive Teaching through the Illinois Agility Test

1. Anticipate barriers

- Prior knowledge
- Vocabulary
- Writing
- ASN
- EAL
- Common misconceptions



Adaptive Teaching through the Illinois Agility Test

2. Plan

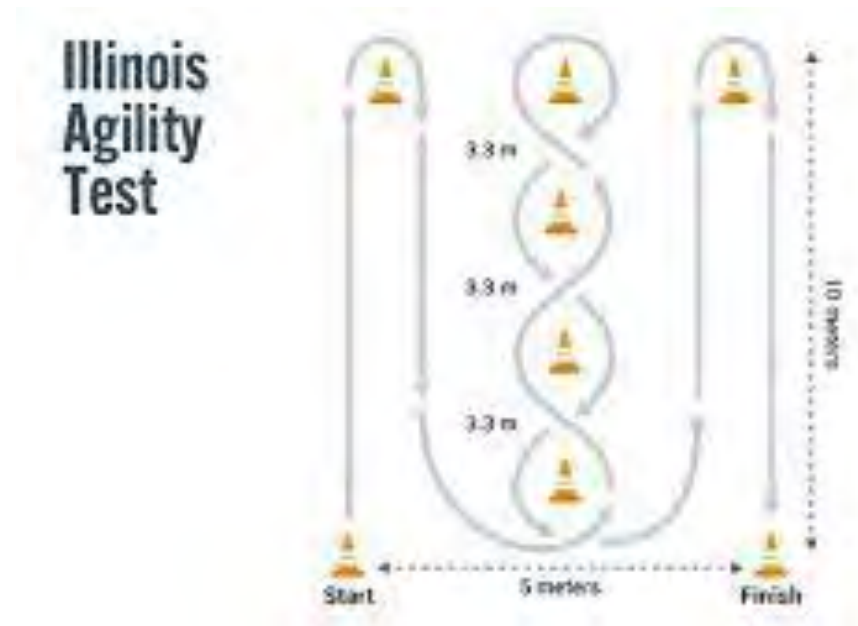
- Maximise theory in planning
- Videos
- Pictures
- Key vocabulary
- Tell the story
- Turn and talk



Adaptive Teaching through the Illinois Agility Test

3. Assessment to inform adaptations

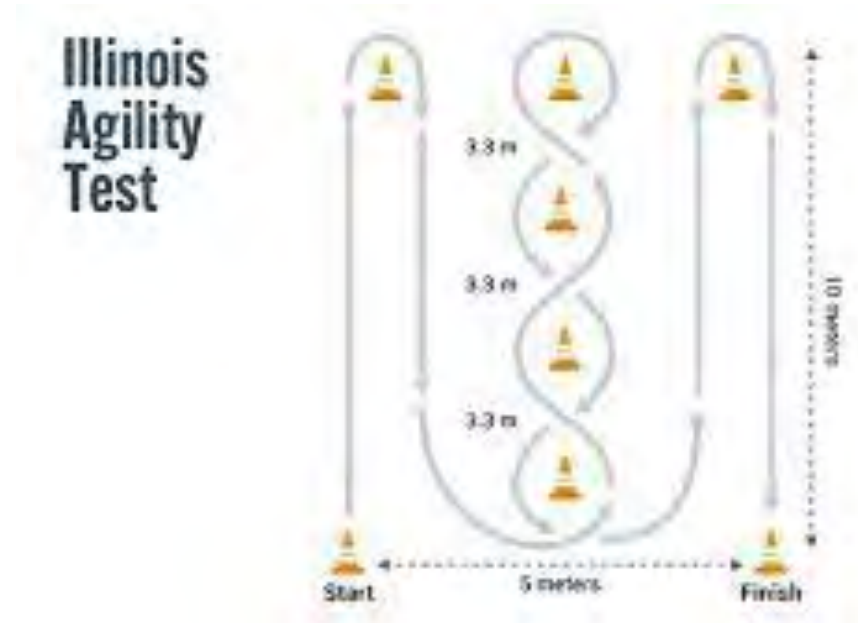
- Observations
- Questioning
- Mini white boards
- Production task



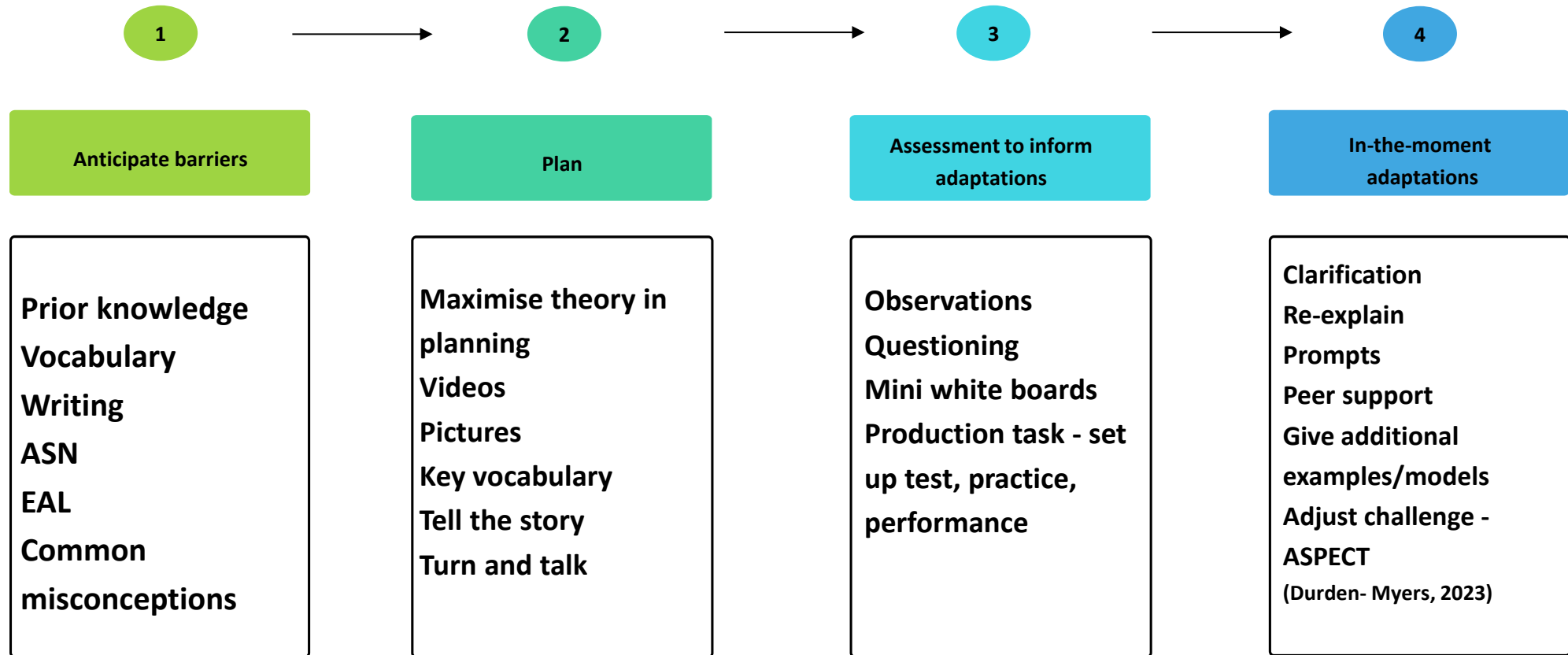
Adaptive Teaching through the Illinois Agility Test

4. In-the-moment adaptations

- Clarification
- Re-explain
- Prompts
- Peer support
- Give additional examples/models



Adaptive Teaching in PE



Adapted by F Fisher from Understanding Adaptive Teaching (EEF, 2022)

In-the-moment adaptations



(Durden-Myers, 2023)

Further Reading

Eaton, J. (2022) *Moving from “differentiation” to “adaptive teaching”*. Education Endowment Foundation. Available Online: <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

Dyrden - Myers, L. (2023) *Adaptive Teaching in PE*. PE Scholar. Available Online: <https://www.pescholar.com/insight/adaptive-teaching-in-pe/>

Abstract geometric lines in the top left corner, consisting of several thin, light brown lines that intersect to form various polygons and shapes, creating a complex, layered pattern.

TEACHING THE PDP PROCESS FOR HIGHER PE

Carey Pegrum

OUR LEARNING SETTING

Chryston High in North Lanarkshire.

2 classes of Higher students
timetabled to attending the dept
together and be team taught.

Mix of S5+ S6, male and female.

Limited facilities 1 hall that splits into
3 and 1 4G football pitch.

ATHLETICS

June + August to first week in October

Focus on PHYSICAL factors , Data Collection, Monitoring, Adaption with Principles of Training, final retesting.

BASKETBALL

October – Christmas/ Prelims

Focus on Physical and Social factors. Stages of learning and Principles of Eff. Practice intro via approaches.

BADMINTON

January only

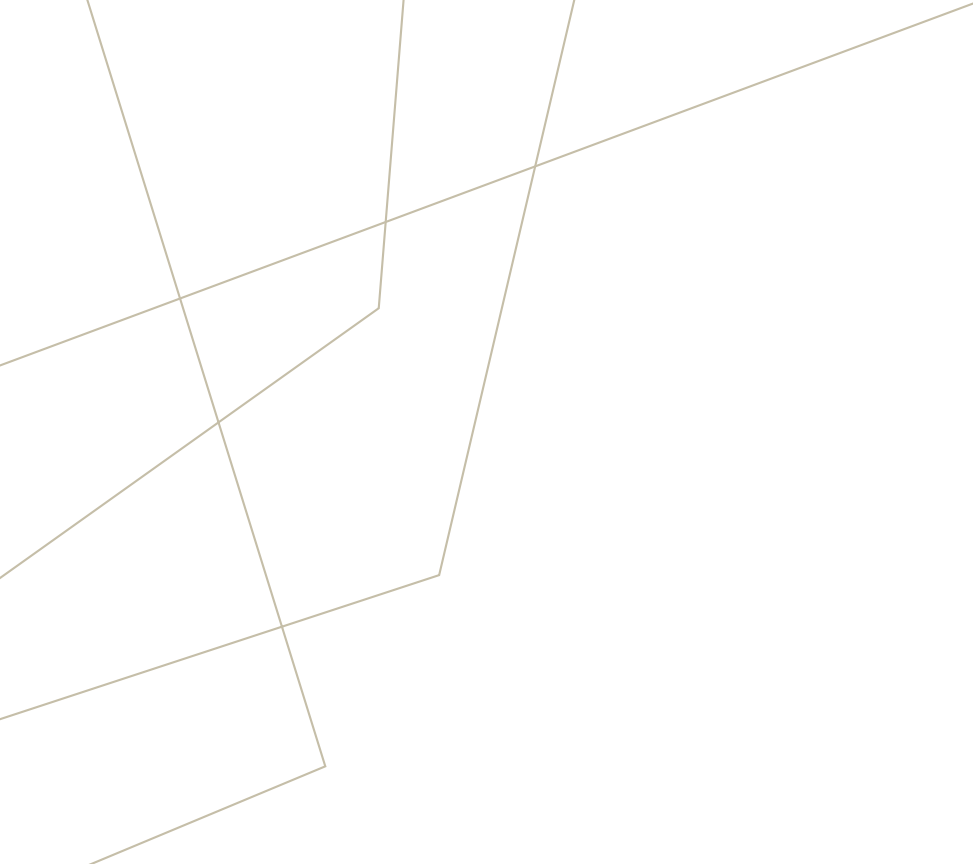
Mental factors focus. Short PDP cycle, revisiting all mandatory knowledge, lessons led with exam style questions answered through the practical learning

VOLLEYBALL

February only

Emotional factors focus. Another short cycle. Pupils are able to make adaptations using the principles they've been taught. Lessons led with exam style questions

YEAR OUTLINE



COVERED IN EVERY P.D.P. CYCLE

DATA COLLECTION

Quantitative/ Qualitative/ Subjective/ objective =- at least 2 per PDP cycle

MONITORING

Filling in a training diary, mid PDP re-testing, target setting short (session), long (end of PDP)

FEEDBACK

All different types given, using one per activity to help learners recall

MODEL PERFORMERS

Variety given, using alternative types for each activity to help learners recall e.g., Visual – running technique/ Written – PAR Sheet

EVALUATING

Reflection at the end of each cycle, looking at different aspects of the PDP process and applying more demanding command words as year goes on.

Learning Content

Using objective data obtained*
 through monitoring our P.D.P.
 to make adaption to an approach

ADAPTED TEMPO RUNS

* Indicator Time = 200m

Learning Intentions

- * I can use objective data to monitor progress
- * I understand how to use the data obtained to inform the change to the tempo session
- * I can undertake a speed endurance and pace awareness session to the best of my ability

Success Criteria

- * I can describe how I monitored a previous session + describe the data obtained
- * I can describe the changes made to TEMPO RUNS and explain why those changes were necessary

ORIGINAL - NOT ADAPTED!

_____ 40
 _____ 60
 _____ 80
 2 x 40-60-80-40-60-80
 With '2 & 5 Rec

_____ 40
 _____ 60
 _____ 80
 2 x 40-60-80-80-40-60-80
 With '2 & 5 Rec

ADAPTED - MONITORING SAYS MOVE ON!

EXAMPLE LAYOUT OF A LESSON BOARD

- Learning Content
- = the stage of the PDP process we are currently at
- Learning Intentions
- = the mandatory knowledge and course content as well as the performance development with that activity
- Success Criteria
- = exam style questions that match the practical undertaking of the lesson and the course content taught

SUPPORTING KNOWLEDGE RETENTION

LIMIT CROSSOVERS BETWEEN ACTIVITIES

Data collection methods, approaches, monitoring tools are unique to an activity.

SUCCESS CRITERIA AS STUDY PROMPTS

Pupils can use these as questions to be added to the end of recorded sessions and for future revision purposes

RECORDING SESSIONS

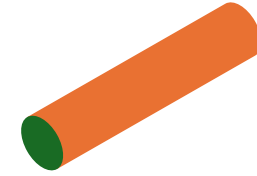
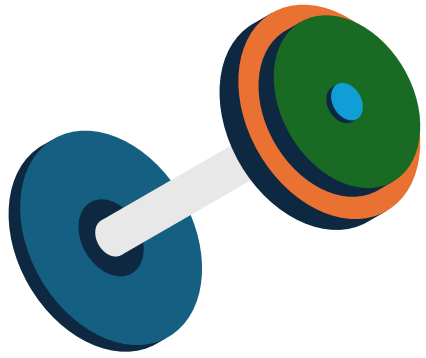
Pupils are given 5 minutes at the end of the lesson to record their session at the back of their jotter.

OneNote Class Notebook

All lessons boards are uploaded to the class Notebook so pupils can follow the PDP process session by session. Notes accessible for absentees.



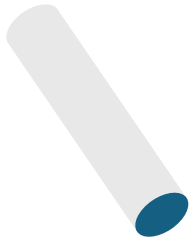
CAREY PEGRUM
CHRYSTON H.S.
NORTH LANARKSHIRE



Stuart McCracken

Woodfarm High School, East Renfrewshire Council

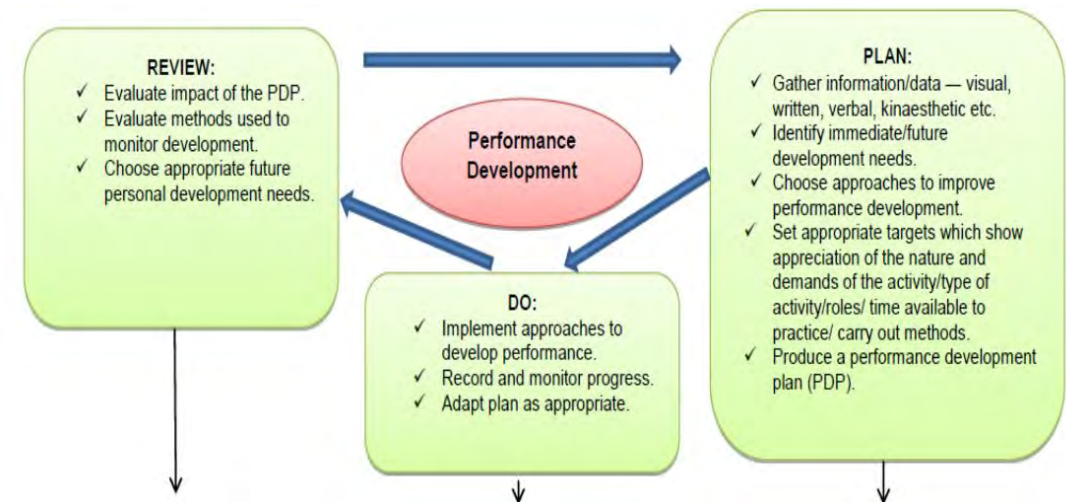
Personal Development Plan



Personal Development Planning

- Background
- All learners undertake a national pathway as they enter S3/4
- Higher cohort - diverse group of learners with varying levels of sporting experience and backgrounds.
- Plan – Do – Review cycle
- Learner pathway – red, amber and green

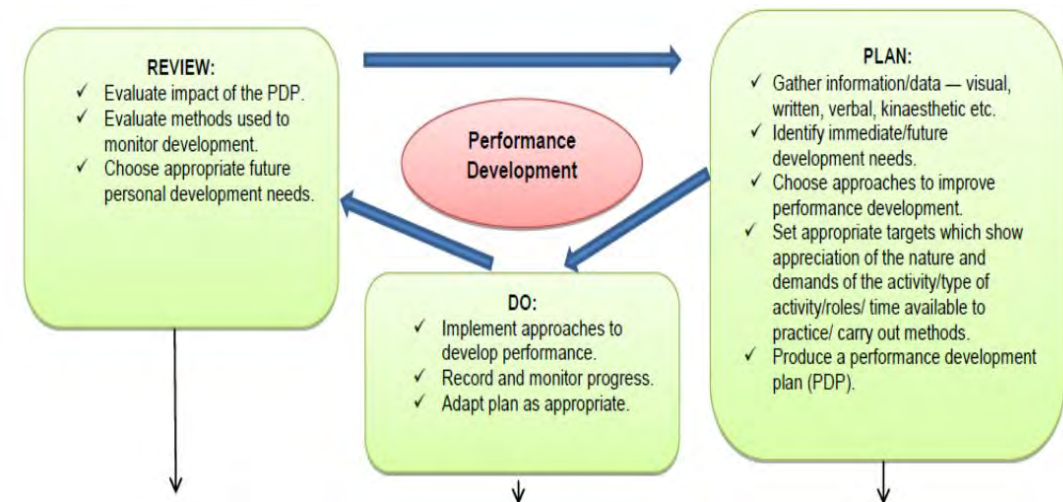
- Higher Course Structure



Personal Development Planning

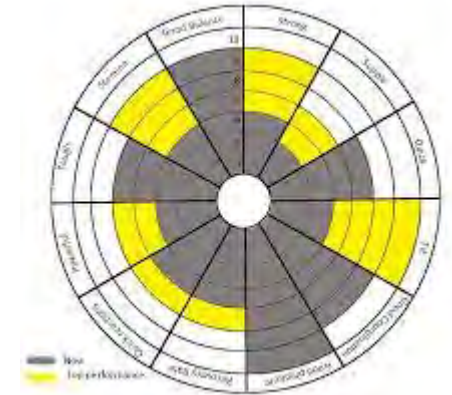
- PDP 1
- August – October
- Activity – determined by the cohort in each class
- Factors – Physical (Skill) and Mental
- **Individualised development needs**
- **Move through each stage of the process**
- *‘Red’ pathway learners suggested to utilise this PDP*
- *One off Performance – 1 assessed*

- Focus – All 3 stages



Personal Development Planning

- Focus – Do & Review stage



Criteria	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Centre pass received	+++ +++ ++ +++ II	+++ IIII	+++ +++ III	+++ +++
Possession given away	+++	III	I	III
Foot fault	II	III	I	II
Obstruction		I		
Interceptions	+++ IIII	+++ +++ IIII	+++ IIII	IIII

- PDP 2
- October - December
- Activity – team game
- Factors – Social Factor (Inclusion, communication and team dynamics)
- Team development need & strength
- **Analysis, planning, maintaining strengths, implementing, reviewing – pupil led**
- Move through 2 stages of the process
- *Green, amber and red pathways make up groupings*

- Team 1:
- Development need – Communication
- Strength - Inclusion

Personal Development Planning

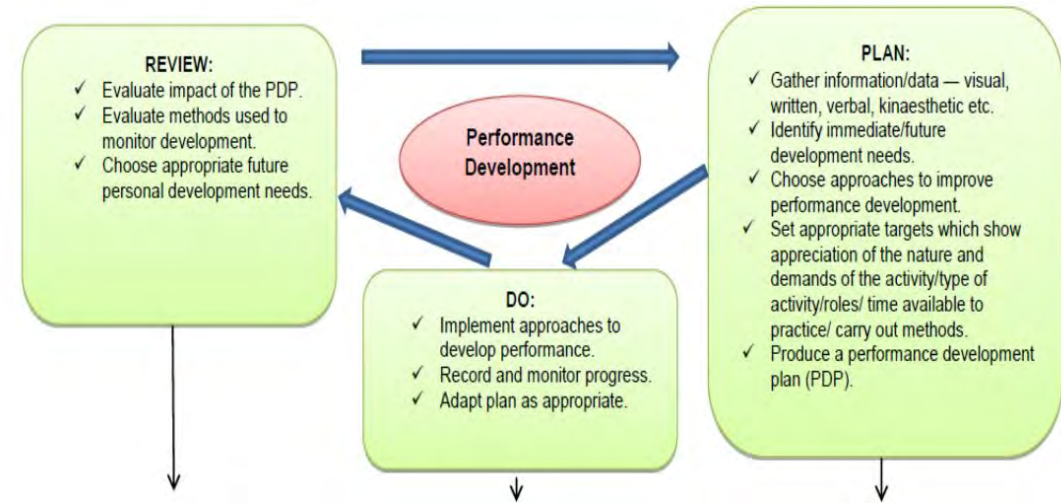
- PDP 3
- February
- Activity – individual activity
- Factor – Emotional
- **Theoretical exercise**
- **Evaluating and planning future development needs**
- *‘Green pathway’ challenge task*

- Focus – Review stage & next steps



Personal Development Planning

- Summary
- PDP 1 – 2 factors, teacher led, all 3 areas, 'red pathway'
- PDP 2 – 1 factor, pupil led, 2 areas
- PDP 3 – 1 factor, theoretical, all 3 areas
- 'Green pathway' apply K&U to their sport
- 'Amber & red pathways' suggested to use PDP 1 or PDP 2



High Quality Learning and Teaching

Thank you!!!!!!!



For Scotland's learners, with Scotland's educators