



High Quality Learning and Teaching – Higher PE Webinar 2

Stuart McCracken – Education Scotland HWB National Advisor

For Scotland's learners, with Scotland's educators

High Quality Learning and Teaching

Secondment to Education Scotland HWB National Advisor:
Curriculum Improvement Cycle

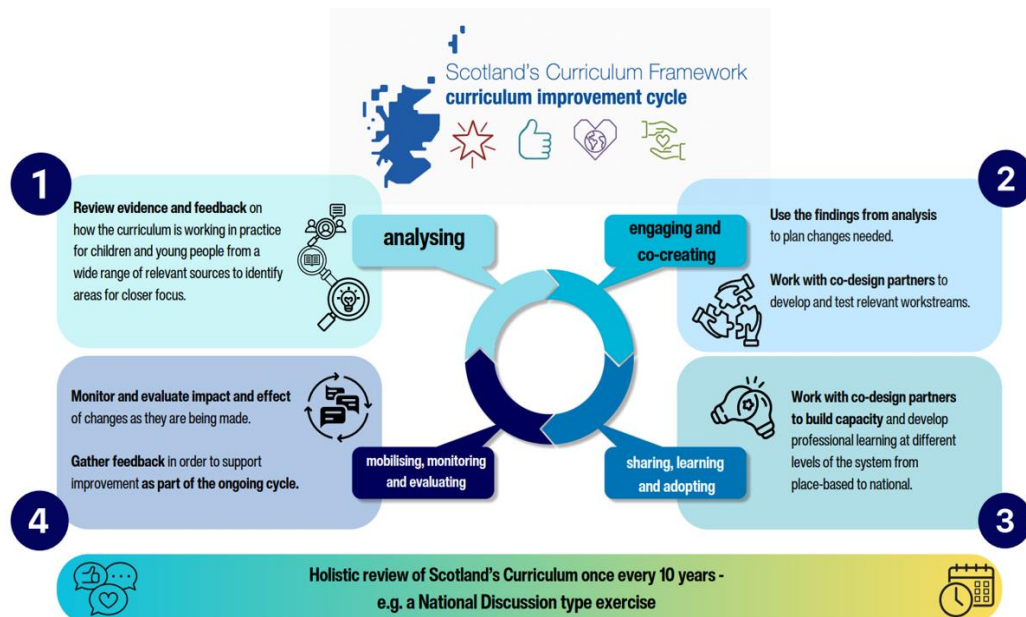
Faculty Head of Health and Wellbeing @Woodfarm HS
SQA N5 Depute Principal Assessor

Feedback from the Physical Education, Physical Activity, and Sport (PEPAS) network meeting highlighted the following question:

"What does high-quality learning and teaching look like in Physical Education?"

Aims:

- ☐ Support the profession to identify and develop a clear understanding of what high-quality learning and teaching looks like across primary, early secondary, and senior phase Physical Education.
- ☐ Engage and collaborate with a diverse range of stakeholders to enhance professional learning and share best practices.
- ☐ Co-create pedagogical approaches and teaching resources developed by subject specialists to support all practitioners



For Scotland's learners, with Scotland's educators

High Quality Learning and Teaching

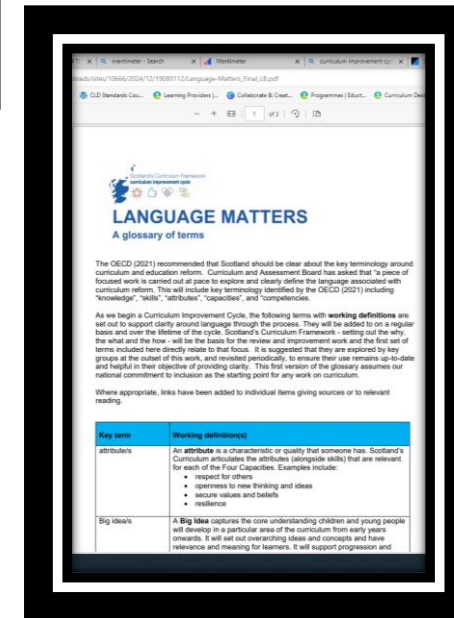
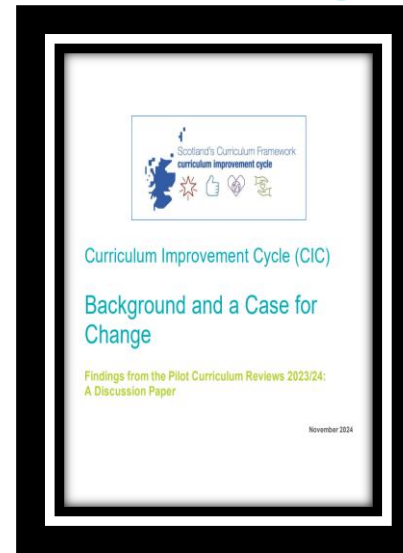
Curriculum Improvement Cycle

Discussion papers:

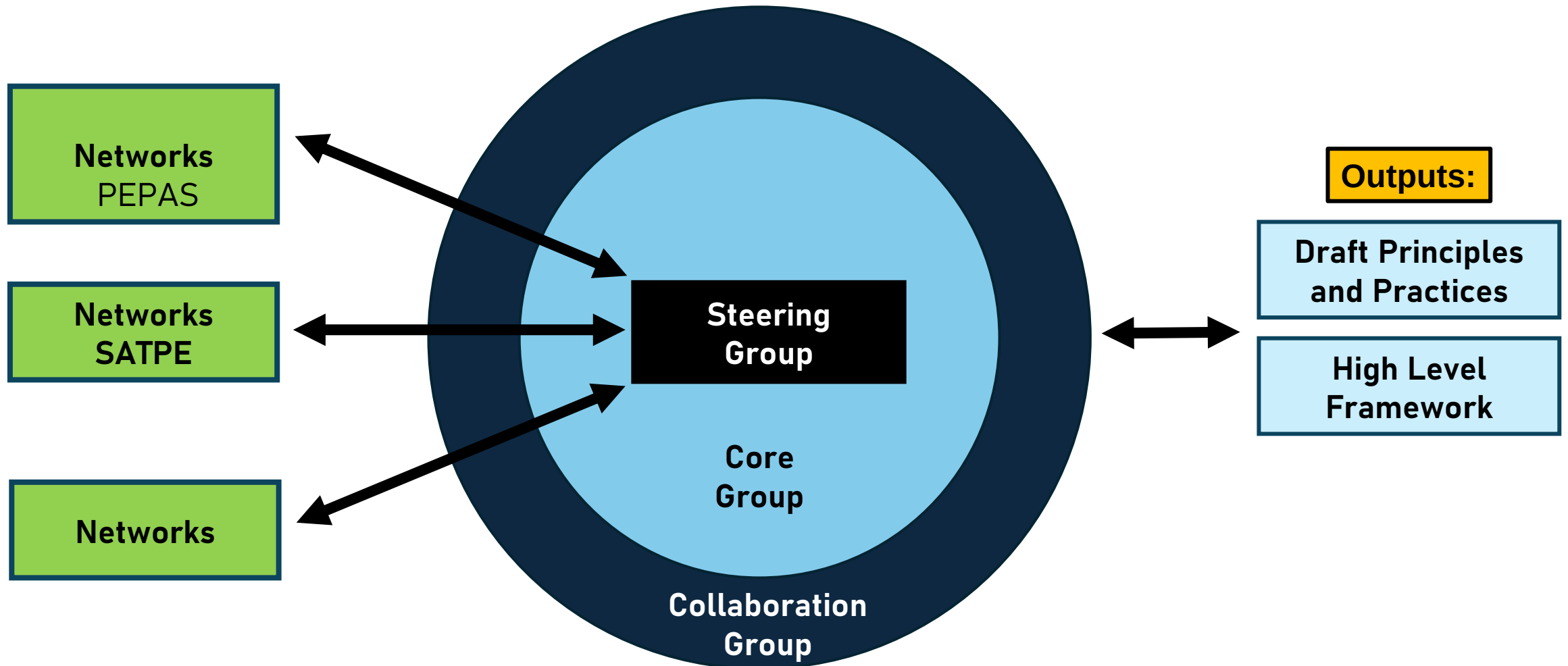
Paper 1 – Background and a Case for Change

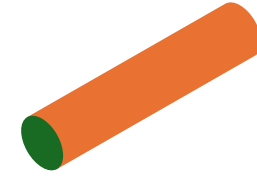
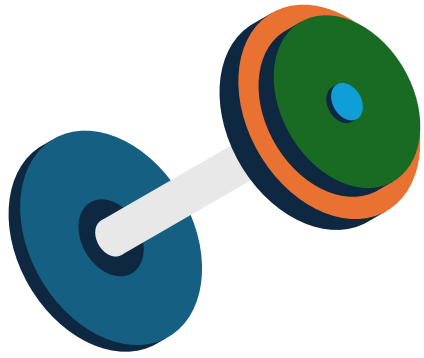
Paper 2 – Towards an evolved technical Framework

Paper 3 – Language Matters – a glossary of terms



How : Curriculum Area Reviews

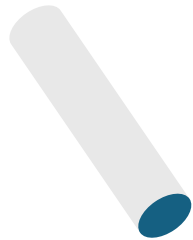




Sheamy McGeady

St Bennedict's Secondary School, Renfrewshire, SQA Higher Team Leader

Higher PE Scenario



Scenario



Questions (like all sections of QP) come from the mandatory content.



I teach the knowledge of the mandatory content first then teach the skills/process to answer the scenario.

Teach the planning skills and process : take notes and take time to plan answers

- Look at & read prompt and the question- what is it about? What area of the course? Get a sense of this. What do you know about this?
- What is the command word? How do you structure this response?
- What factors appear in the question?
- Anything else about the question jump out at you?
- Anything else about the prompt jump out at you?
- How many marks it is worth? What does this mean for the command word ie how many PEE chains/points of analysis?
- Other tips: **make sure you reference the prompt** & if struggling- what question(s) can you access marks in? Start with the easier one. Don't give up ie a "describe" Q?



Example 2024 past paper Q8b.

Analyse the possible impact a model performance and/or model performer may have had on the performer's development of physical factors (4)

- Pupils' plan could look like:
- Area of course= model performer. Experts, high level in MESP factors. Good knowledge. Motivate me. Good feeds. Experienced
- Analyse command word- 3I's (2nd I – I teach as “possibilities”)
- Physical factors- skills, accuracy, control, CRE, agility etc
- “development”- during training?. Drills. PDP.
- Cycle of analysis and sometimes MP is effective/not. **Reference prompt throughout**
- 4 marks= 4 points of analysis

Low ability example response:

At stage 2 when the performer plans the PDP there was no use of a model performer which could have a bad impact (identify). One possibility is that they don't know what drills will work to improve their shooting in football because the model performer isn't there to help them plan and they end up picking the wrong drills like fartlek training. (implication/possibility). This means that the performer might not get better at shooting and the PDP could be a waste of time (impact).

Very basic analysis using basic language but following the plan/process- could access a mark.

Mandatory content knowledge/coverage

Practical setting: me or a pupil as model performer

Experiential learning of the use of a MP and why use them?

Complete a GOS for a kid- expert knowledge

Help plan a mini PDP- repetition drills and conditioned games

Provide verbal feedback on forehand drive technique

Demonstrating technique for kid to copy

Pupil motivated by MP high levels of skills

Evaluation at end- re-do GOS and advise next steps

Done over a few lessons

Classroom settings

Written work to re-enforce practical learning

Covering questions like:

1. Describe a model performance for the MESP factors
 2. Describe ways a MP could help during a PDP for MESP factors
 3. Explain why using a MP would be suitable for MESP factor development
 4. Evaluate the use of a MP during a PDP for MESP factors
 5. Evaluate your performance in comparison to a MP for the MESP factors.
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Recap of my approach to scenario



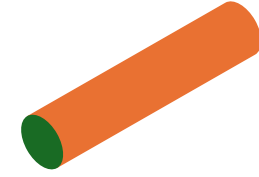
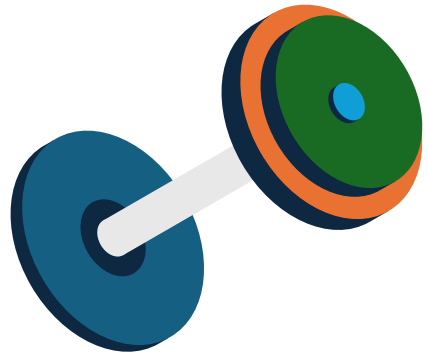
1st teach mandatory content knowledge for course



2nd teach the skills/process to answer the scenario

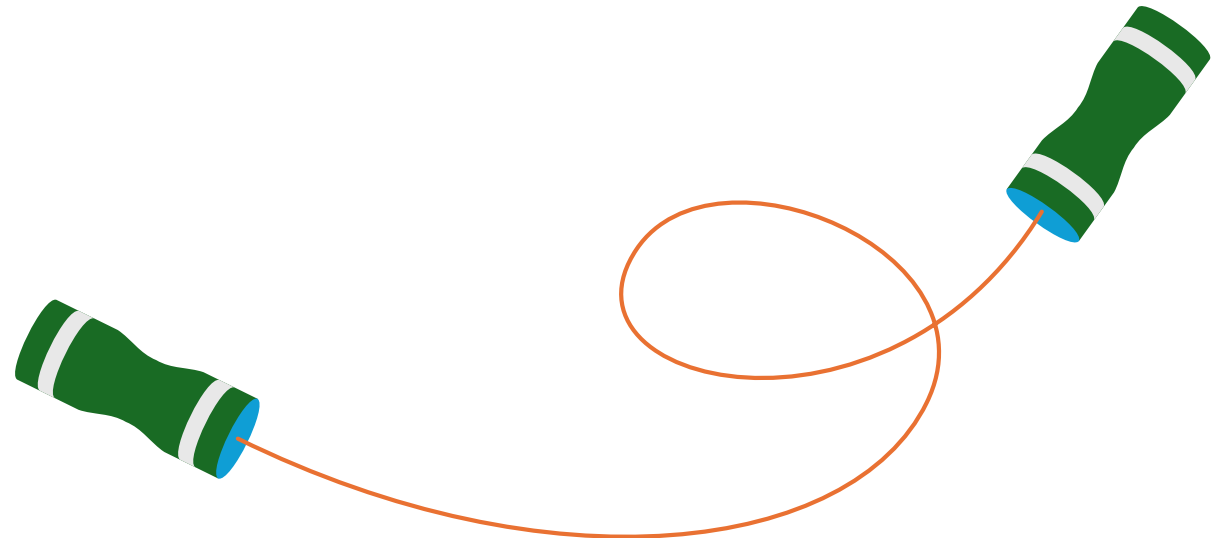
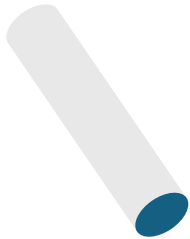


Lots of other ways of doing it- this is what works for me and my classes

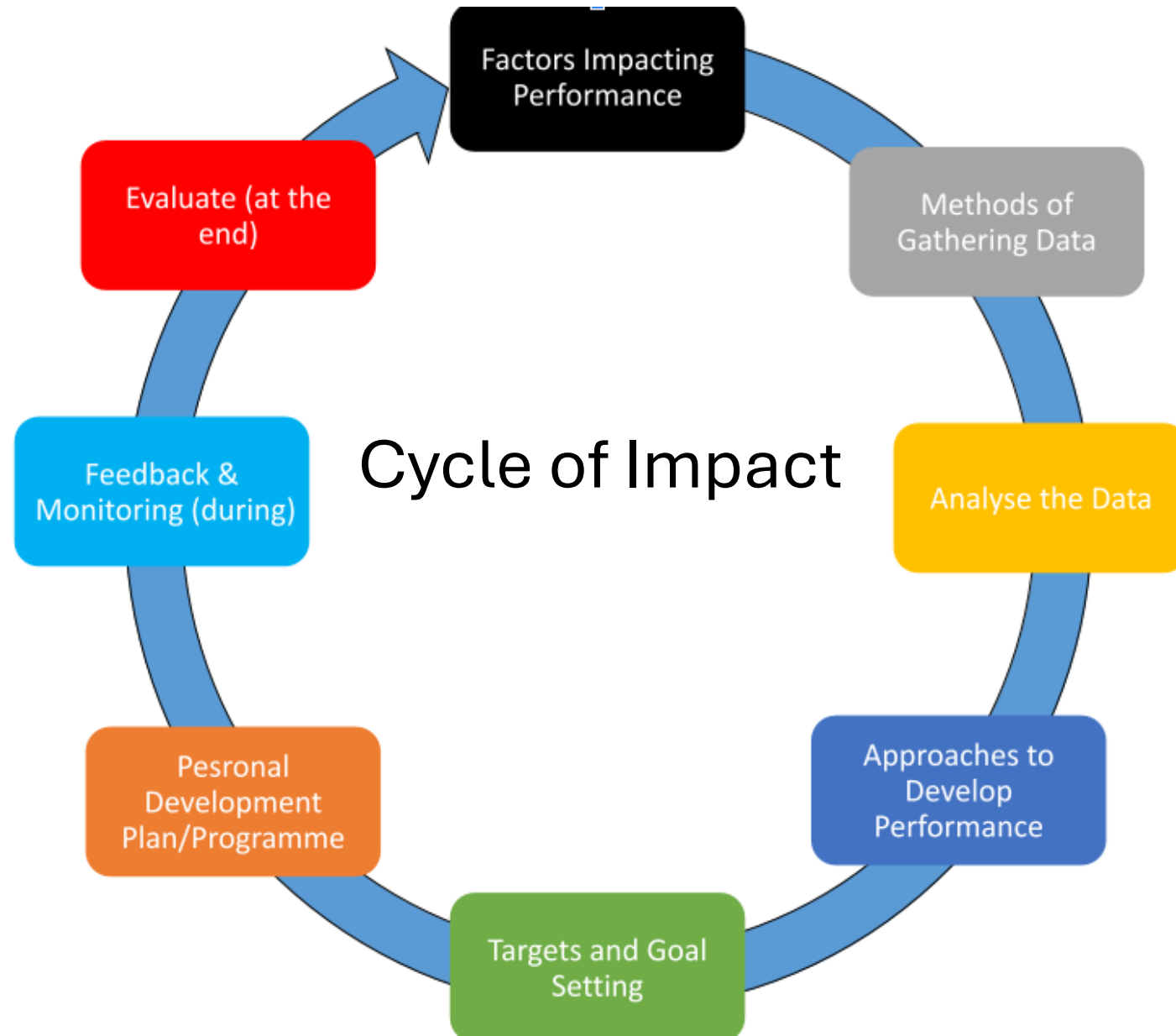


Iain Stanger

Aberdeen Grammar, Aberdeen City,
Higher Team Leader & Visiting Verifier



Course Organiser



Metacognition Thinking about Thinking

- Efrat Furst
- Know-Understand-Use-Mastery
- I-We-You
- Presentation of Information (cognitive overload)
- <https://thenounproject.com/>
- Modelling: demonstrations are not just for Practical use them in Theory
- Retrieval Practice (pulling the information out rather than trying to cram it in)
- [Making retrieval practice actually work](#)
- Feedback: live feedback is not just for practical use it in theory
- Drip feeding the information, revisiting many times adding on layers of complexity



The Keys to Unlocking the Questions in Higher PE



- 1 The Factor
- 2 The Command Word
- 3 The Subject of the Question
- 4 The Number of Marks

1 The Factor 2 The Command Word 3 The Subject of the Question 4 The Number of Marks

Explain three considerations a performer will have when setting goals for emotional factors. (6 marks)



Factors That Impact Performance

MENTAL

EMOTIONAL

SOCIAL

PHYSICAL: FITNESS

SKILL

TACTICS

MESP TABLE

- Know the 3 KEY subfactors for each FACTOR
- Be Smart pick obvious and easy ones to write about
- Know and understand how they impact Performance positively and negatively Know how they impact other factors
- Know and understand how they impact the other factors
- Relate to your own Performance if you can

COMMAND WORDS

IDENTIFY

- Understand what each command word is asking you to do

DESCRIBE

- Understand the level of detail required and the steps you have to go through for each type of question eg PEE

EXPLAIN

EVALUATE

- Relate to your own performance or experience wherever possible

ANALYSE

- EXPLAIN EVALUATE & ANALYSE answers should always be concluded with an impact or outcome

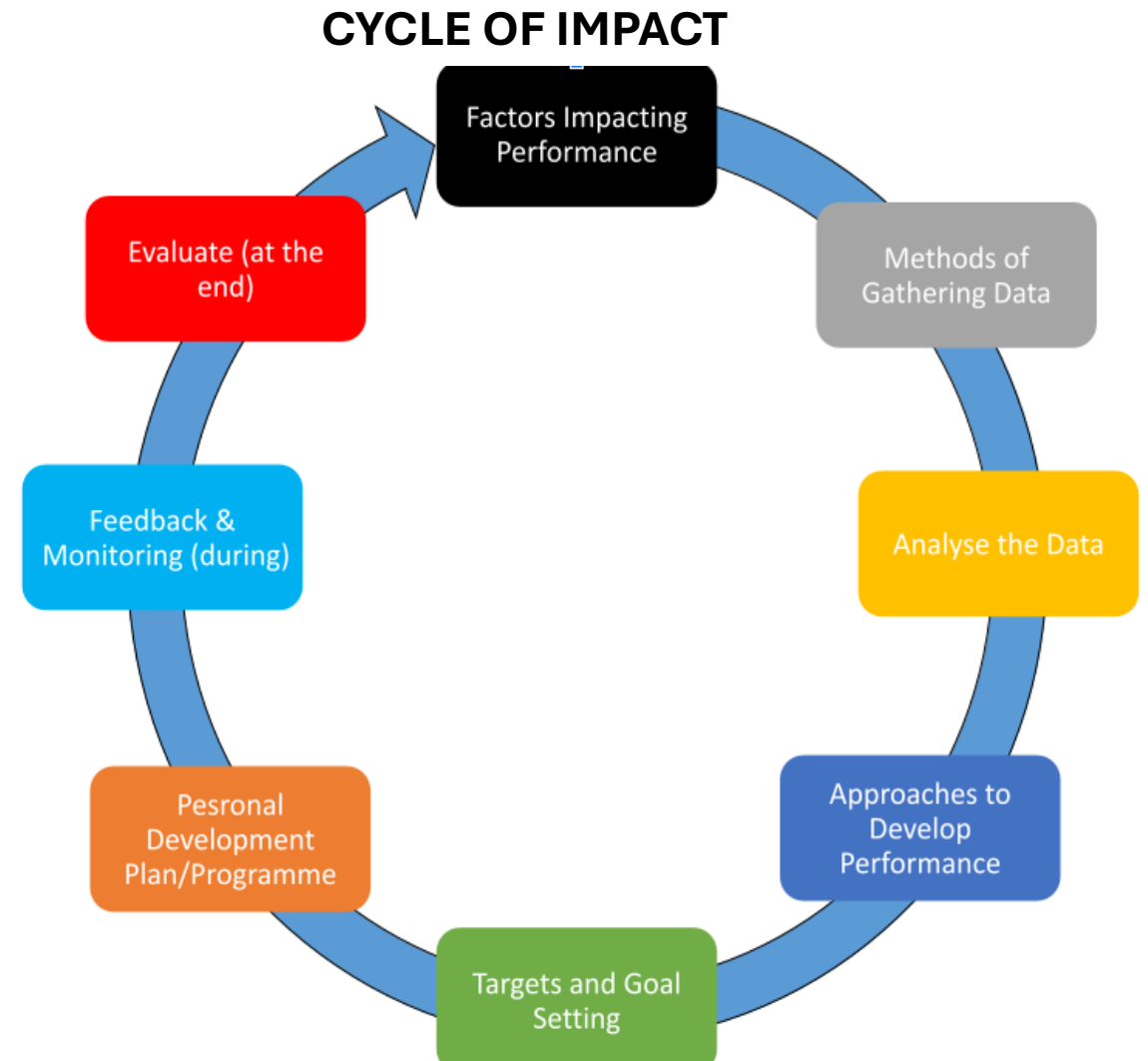
[Support document](#)

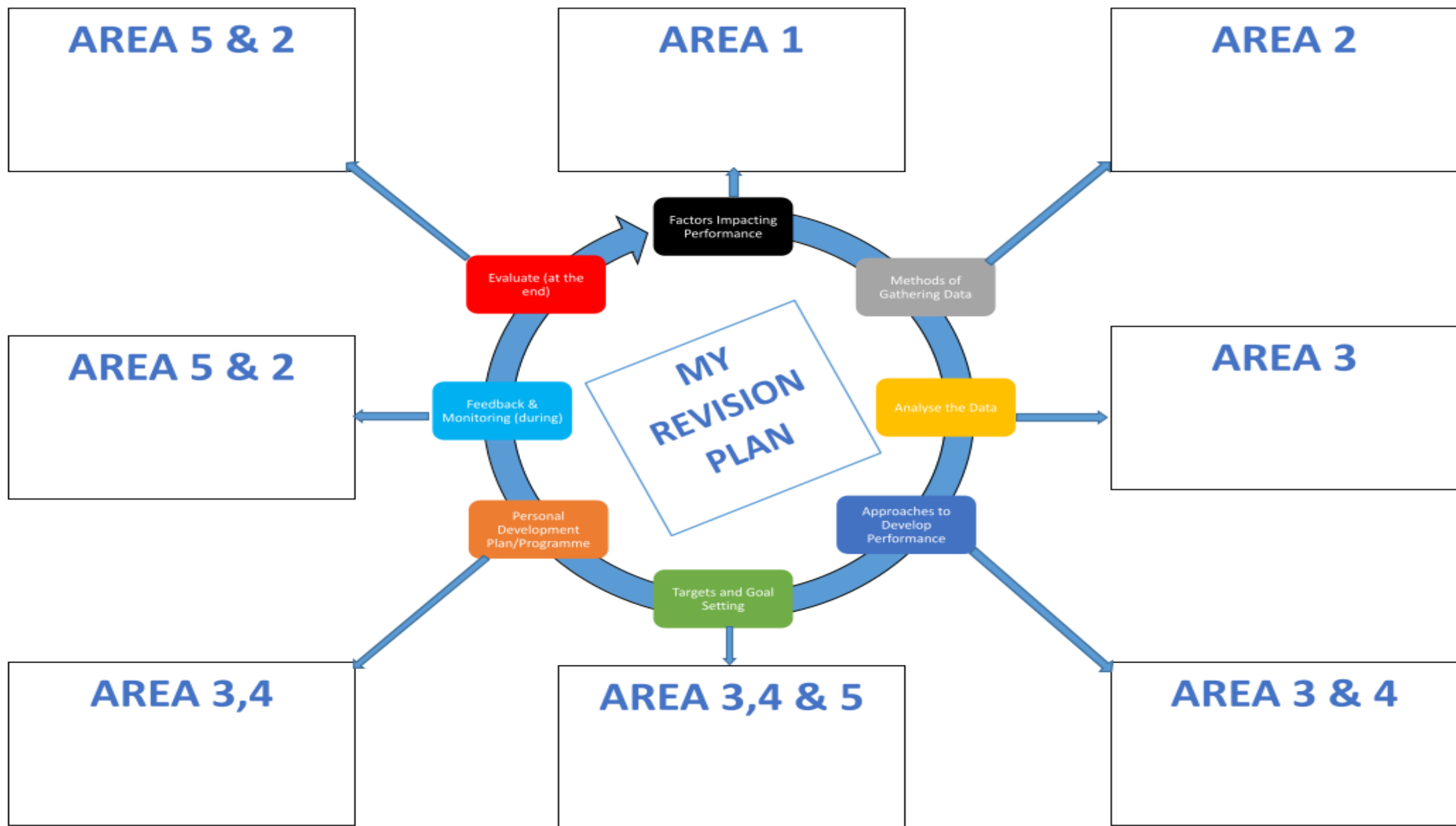
SUBJECT of the Question

SQA EXAM QUESTIONS 5 CONTENT AREAS

1. Factors impacting on performance (mental, emotional, social and physical)
2. Methods of collecting information to analyse factors impacting on performance
3. Key planning information
4. Performance development process
5. Recording, monitoring and evaluating performance development

[SUPPORT DOCUMENT](#)





The Big Topics

- Model Performers
- Goal Setting
- Feedback
- Gathering Data
- Approaches to Develop
- Monitoring & Evaluating
- General Principles applied to any factor
- Make Factor/Subfactor Specific
- Apply to yourself (Section 2)
- Layering the information & complexity: Identify- Describe- Explain- Evaluate- Analyse

INTERACTIVE REVISION RESOURCE

MENTAL

SOCIAL

EMOTIONAL

PHYSICAL

2019 PAST PAPER EXAMPLE

2019 QUESTION PAPER

PUPIL RESPONSE

MARKING SCHEME

MARKS AWARDED

- Revision Google
Classroom

High Quality Learning and Teaching

Feedback/next steps:

- Physical Education, Physical Activity and Sport network meeting: Wednesday 21st May 16:00 – 17:30
- [Professional Learning Network for Physical Education and Sport Tickets, Multiple Dates | Eventbrite](#)
- Next session – June 2025 TBC
- Feedback:
- https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKb6Kv_PlwT1LtldfNr4BliZUM1MzQ0VXOUFMVVJLUUVFRUIMN01HVE5JVS4u



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Thank you!!!!!!!!!!



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