

# **EDSTART**

## **PE MENTORING**

**Resource  
Booklet**



# EDSTART PE MENTORING PROGRAMME

The **EDSTART PE Mentoring Programme** is designed to support you as a teacher or member of support staff to feel confident, capable, and consistent when delivering PE.

Throughout the programme, you will receive structured, practical support that helps you develop your PE practice in real lessons not just in theory. This includes in-class mentoring, tailored feedback, and access to clear, usable resources that support your planning, delivery, and assessment of PE.

The focus is on building confidence, deepening understanding, and ensuring PE feels purposeful, inclusive, and manageable within your wider teaching role.

## What the programme aims to support you with

By taking part in the programme, you will be supported to:

- Plan, deliver, and assess PE lessons with confidence, using clear success criteria and progression.
- Develop a stronger understanding of the PE curriculum, including how to adapt lessons to meet the needs of all pupils.
- Understand how high-quality PE links to Ofsted's three pillars. Intent, Implementation, and Impact and how this looks in practice.
- Build sustainable PE practice that you feel confident continuing independently beyond the mentoring period.

## Lesson Support & Observations

As part of the **EDSTART PE Mentoring Programme**, you will be supported through a structured, reflective, and collaborative approach to developing your PE practice.

The resources within this toolkit are designed to help you feel confident, supported, and clear about your progress. They guide mentoring conversations, capture development over time, and support the delivery of high-quality, inclusive Physical Education for all pupils.

## How the mentoring works

The programme follows a gradual, supportive approach to building confidence in PE delivery:

- **I do:** Your mentor leads the lesson while you observe and discuss key teaching points
- **We do:** You and your mentor co-teach, sharing responsibility and decision-making
- **You do:** You lead the lesson, with your mentor observing and supporting

This phased approach ensures you are never rushed or unsupported and can build confidence at your own pace.

## Teacher Self-Assessment

This is your opportunity to reflect honestly on:

- Your confidence in teaching PE
- Your subject knowledge
- The impact your teaching has on pupils

It helps you identify personal goals and highlights where mentor support will be most valuable during the programme.

## Mentor Observation Form –

Completed during the final week of the **EDSTART PE Mentoring Programme**. This observation is not a test or judgement of your teaching. It takes place at the end of the programme and is designed to reflect on your journey, progress, and next steps in PE.

The observation is used to identify:

- What is now working well in your PE teaching
- How your confidence and practice have developed over time
- Areas you may wish to continue developing beyond the programme

It helps your mentor gain a clear picture of where you are at the end of the mentoring process, so feedback and next steps are purposeful and supportive.

The focus is on recognising progress, building confidence, and identifying sustainable next steps, not performance management. The discussion is reflective and forward-looking, helping you continue to improve your PE practice with clarity and confidence.

## Weekly Reflection

Use the Weekly Reflection to evaluate your second week of teaching. Note key lesson points, highlight strengths, and reflect on what you'd change. Identify any barriers to learning and record your Coach's comments. Use this reflection to guide your development and focus your targets for the next lesson.

- What went well in this lesson?
- What support did my mentor provide?
- What would I do differently next time?
- How did pupils respond?
- What support do I need next?

It helps you notice patterns, track progress, and prepare for mentoring conversations

## Mentor Feedback & Teacher Response

This section promotes two-way communication between you and your mentor.

You'll use it to:

- Reflect on feedback
- Contribute your own thoughts
- Agree next steps together

This shared approach encourages ownership of your development and keeps progress purposeful and manageable.

## Confidence Tracker

A simple weekly 1–10 confidence rating that helps you visualise your progress over time.

This supports open discussion around:

- Growing confidence
- Areas you still want to develop
- Readiness to teach independently
- Ongoing support needs

## End-of-Programme Review

At the end of the programme, this form captures:

- Your overall progress
- Increases in confidence and competence
- Key learning and professional impact

It provides a clear summary of your development journey and supports sustained PE practice moving forward.

## Reflective Log

The reflective log allows you to think more deeply about your learning throughout the programme.

You can record:

- What you've learned
- How it has influenced your teaching
- How you plan to apply it in future lessons

## Next Steps Planning Page

This page is your space to reflect on your teaching and plan purposeful actions that help you continue growing in confidence and effectiveness when delivering PE.

It links directly to mentoring feedback and helps you set clear, achievable goals for your ongoing professional development.

- Reflect on what is going well and what could be developed further
- Identify focus areas that will have the biggest impact on pupils' learning and enjoyment
- Set realistic goals that build on your strengths
- Take ownership of your professional growth through reflection and action

# PROGRAMME OVERVIEW

NAME

MENTOR

SCHOOL

YEAR GROUP

TERM

UNIT OF WORK

WHAT ARE MY  
STRENGTHS?

WHAT ARE MY TARGETS  
FOR THE EDSTART PE  
MENTORING PROGRAMME

WHAT SUPPORT DO I  
NEED FROM MY MENTOR?

CONFIDENCE IN DELIVERING PE

WHAT IS NEEDED TO INCREASE MY CONFIDENCE?

/10

OVERALL COMMENTS

# SELF ASSESSMENT

Use this Self-Assessment to reflect honestly on your teaching practice across four key areas: Professional Standards, Pupil Progress, Delivery Confidence, and Subject Knowledge. Score each question out of 5, considering how consistently you meet expectations. This tool helps identify strengths and areas for development to improve your PE delivery.

## PROFESSIONAL STANDARDS

Are you fully prepared for delivering PE, set up prior to the lesson? (5)

Do you set high expectations: - Session plan and success criteria in place, area checked and set up appropriately? (5)

Do you use the Lesson Objectives / Success Criteria to support learning. (5)

## TRACKING PUPIL PROGRESS

Do the pupils understand what they are doing and why and know how well they have done? (5)

Do you use a range of assessment strategies and methods to secure pupils' progress? (5)

Do you employ strategies to meet individual needs, including the most and least able pupils? (5)

Do you use effective questioning to address any misconceptions? (5)

Do you use evidence of pupils' progress in lessons to adapt teaching? (5)

## CONFIDENCE IN DELIVERY

Does the Coach achieve sufficient gains in pupil knowledge, skills and understanding (Intent)? (5)

Do you use teaching methods that motivate, engage and include all pupils. Positive body language? (5)

Do you maximise opportunities for pupils to be physically active. Pace of the lesson is good? (5)

Do you make sure behaviour makes a strong contribution to good learning, showing interest and enthusiasm in the lesson? (5)

Do you create opportunities for all pupils to reflect on their own learning and progress? (5)

Do you promote pupil understanding of how to improve their work? (5)

Do you create a safe, calm, orderly and positive environment? (5)

## **SUBJECT KNOWLEDGE**

Do you use previous experiences as the basis for new learning? (5)

Do you use appropriate vocabulary to describe/explain, analyse and make judgements about their performances? (5)

Do you ensure the children acquire new knowledge and skills to develop ideas that increase their understanding? (5)

Do you make sure there is Cross-curricular Input? (5)

Does your lesson contribute to the personal development of the child, including reflecting on experiences? (5)

## **AREAS OF STRENGTH**

## **AREAS TO WORK ON**

# WEEKLY REFLECTION

## WEEK ONE

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LESSON NOTES

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AREAS OF STRENGTH

---

WHAT DID MY MENTOR DO WELL?

---

HOW DID THE PUPILS RESPOND TO THE LESSON?

---

WHAT WOULD YOU HAVE DONE DIFFERENTLY	BARRIERS TO LEARNING

---

OVERALL COMMENT

---

MENTORS COMMENT

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WHAT SUPPORT  
DO I NEED FROM  
MY MENTOR FOR  
NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# WEEK TWO

LESSON NOTES

AREAS OF STRENGTH

WHAT DID MY MENTOR DO WELL?

HOW DID THE PUPILS RESPOND TO THE LESSON?

WHAT WOULD YOU HAVE DONE DIFFERENTLY

BARRIERS TO LEARNING

TEACHERS COMMENT

MENTORS COMMENT

WHAT SUPPORT DO I NEED FROM MY MENTOR FOR NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# WEEK THREE

LESSON NOTES

AREAS OF STRENGTH

WHAT DID MY MENTOR DO WELL?

HOW DID THE PUPILS RESPOND TO THE LESSON?

WHAT WOULD YOU HAVE DONE DIFFERENTLY

BARRIERS TO LEARNING

TEACHERS COMMENT

MENTORS COMMENT

WHAT SUPPORT DO I NEED FROM MY MENTOR FOR NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# WEEK FOUR

LESSON NOTES

AREAS OF  
STRENGTH

WHAT DID MY  
MENTOR DO  
WELL?

HOW DID THE  
PUPILS  
RESPOND TO  
THE LESSON?

WHAT WOULD YOU HAVE DONE DIFFERENTLY

BARRIERS TO LEARNING

TEACHERS  
COMMENT

MENTORS  
COMMENT

WHAT  
SUPPORT DO I  
NEED FROM MY  
MENTOR FOR  
NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# WEEK FIVE

LESSON NOTES

AREAS OF  
STRENGTH

WHAT DID MY  
MENTOR DO  
WELL?

HOW DID THE  
PUPILS  
RESPOND TO  
THE LESSON?

WHAT WOULD YOU HAVE DONE DIFFERENTLY

BARRIERS TO LEARNING

TEACHERS  
COMMENT

MENTORS  
COMMENT

WHAT  
SUPPORT DO I  
NEED FROM MY  
MENTOR FOR  
NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# WEEK SIX

LESSON NOTES

AREAS OF  
STRENGTH

WHAT DID MY  
MENTOR DO  
WELL?

HOW DID THE  
PUPILS  
RESPOND TO  
THE LESSON?

WHAT WOULD YOU HAVE DONE DIFFERENTLY

BARRIERS TO LEARNING

TEACHERS  
COMMENT

MENTORS  
COMMENT

WHAT  
SUPPORT DO I  
NEED FROM MY  
MENTOR FOR  
NEXT LESSON?

CONFIDENCE IN DELIVERING PE

HOW/WHAT WILL IMPROVE MY CONFIDENCE

/10

# END OF PROGRAMME REVIEW

## MENTOR OBSERVATION

Mentor gives feedback in all areas of the **EDSTART PE Mentoring Programme**.

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## **AREAS OF STRENGTH**

## **AREAS TO WORK ON**

# TEACHER FEEDBACK

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HOW DID YOU THINK  
THE PE MENTORING  
PROGRAMME WENT?

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WHAT DID YOU LEARN  
DURING THE PE  
MENTORING  
PROGRAMME THIS  
TERM?

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WHAT WOULD YOU DO  
DIFFERENTLY NEXT  
TIME?

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TARGETS FOR NEXT  
TERM

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# MENTOR FEEDBACK

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WHAT DID THE  
TEACHER DO  
WELL?

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NEXT STEPS FOR  
THE TEACHER?

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## **NEXT STEPS**

Use the Next Steps section to set focused, achievable targets based on your reflection and mentor feedback. These goals should guide your progress and improve specific areas of your PE delivery.

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## **RESOURCES & TEMPLATES**

Use these resources to support your planning and delivery, helping you structure lessons, differentiate effectively, and ensure progress. They are designed to improve confidence, consistency, and pupil outcomes in PE.

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**Overall Learning Outcomes (Endpoints)**

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Children can:

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Learning Objectives

Learning Outcomes

1

Children can:

2

Children can:

3

Children can:

4

Children can:

5

Children can:

6

Children can:

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# LESSON PLAN TEMPLATE

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Lesson Objective

Lesson

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Equipment  
Needed

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Success Criteria

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STEP Principles

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Key Questions

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Warm Up

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Skill Development

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Application

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Plenary /  
Cooldown

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Key Technical  
Points

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