Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:
Empirical **1**

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Dissertation title:	Developing young peoples' literacy skills through Physical Education.
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Comments	Section
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.
	Introduction and literature review (25%) To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).
	Methods and Research Design (15%) To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
	Results and Analysis (15%) 2 To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.
	Discussion and Conclusions (30%) 2 To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.
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CARDIFF METROPOLITAN UNIVERSITY
Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

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DEVELOPING YOUNG PEOPLES' LITERACY SKILLS

THROUGH PHYSICAL EDUCATION

PEDAGOGY

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DEVELOPING YOUNG PEOPLES' LITERACY

SKILLS THROUGH PHYSICAL EDUCATION

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Acronyms and Abbreviations

Acronyms and Abbreviations	Full Term
AfL	Assessment for Learning
BTEC	Business and Technology Education Council
DfES	Department for Education and Skills
GCSE	General Certificate of Secondary Education
HQPE	High Quality Physical Education
ICT	Information Communication Technology
LNF	Literacy and Numeracy Framework
NCPE	National Curriculum for Physical Education
NUT	National Union of Teachers
PE	Physical Education
PESS	Physical Education and School Sport
PISA	Programme for International Student Assessment
SDP	School Drama Programme

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I must also thank each participant for their assistance during the data collection process.

Abstract

Due to current standards of literacy in Welsh schools, the Welsh Government has made improving the standards of literacy a top priority. This study aimed to determine the extent to which Physical Education (PE) can aid in developing young peoples' literacy skills. There is scope for this type of study due to a scarcity in research related to literacy in PE and due to its pertinence to current issues in literacy and education.

PE teachers from three schools in South Wales were selected as participants as they had received training in how to embed literacy within lessons. Training was provided on a literacy Talking Toolkit workshop. Data was collected using semi-structured interviews; an inductive content analysis of the results followed. This resulted in the emergence of nine key themes. The interviews intended to gather PE teachers' perceptions of the impact of literacy on learning in PE, examples of strategies used to develop literacy in lessons, and their thoughts on the Talking Toolkit's impact on both pupil and teacher learning.

The study found that teachers' perceptions of how literacy impacts on learning during PE lessons are that it inhibits the development of pupils' confidence and communication skills, and helps to create a more inclusive environment in which less talented pupils can showcase their abilities in literacy. It has also found examples of different strategies teachers use to embed literacy into their lessons. The effectiveness of the literacy Talking Toolkit was found to be positive because of the usefulness of the resources provided, the opportunity it's embedding provided learners of all abilities, and how it heightened teachers understanding of how to embed literacy into their lessons.

CHAPTER 1

INTRODUCTION

1.0 Introduction

The Programme for International Student Assessment (PISA) released statistics in 2010 that revealed Wales as the lowest ranked country in the UK with regards to the standards of literacy in schools. Of the 67 countries that made up the study, Wales were ranked 38th for reading. Then education minister Leighton Andrews declared the statistics unacceptable, which prompted adaptations to the Welsh education system (www.bbc.co.uk).

1.1 What is literacy?

"Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate – accurately, fluently and persuasively" (Welsh Government, 2012, p2).

1.2 The importance of literacy

It is crucial there are ample opportunities for young people to develop their literacy skills whilst at primary school in order for them to fully prosper from their learning at secondary school. Likewise, those learners leaving secondary school should have refined their oracy, reading and writing skills to a standard that can support their future choices in further education or employment (Welsh Government, 2012).

1.3 Literacy in Wales

Further to the statistics released by PISA, literacy standards in Welsh schools were also deemed to be unacceptable by the inspectorate for education in Wales, Estyn. They recorded in their 2010-11 report that 40% of Welsh pupils' reading age when starting secondary school was below their chronological age. In the same report, literacy standards in 40% of schools were deemed only adequate, and in 14% of schools standards were considered unsatisfactory. Therefore a significant minority of schools in Wales were not at the desirable level of reading and writing standards (Estyn, 2011). As a result of this report The Welsh Government made improving the standards of literacy a top priority, endorsed by the implementation of the National Literacy and Numeracy Framework (LNF) in September 2013. Their ambition is that by 2015, Wales will rank amid the top 20 nations in the PISA literacy ratings (Welsh Government, 2012).

1.4 Literacy in PE

PE can support the national literacy strategy as it is a subject which naturally facilitates communication through oracy, reading and writing (Welsh Government, 2008a), thus providing a setting in which pupils can develop their literacy skills. Introduced as part of the current National Curriculum was a non-statutory skills framework which alongside thinking, ICT and number, aimed at developing the communication skills of pupils between the ages of 3 and 19 (Welsh Government, 2008b). In the National Curriculum for Physical Education (NCPE) teachers are encouraged to expedite communication amongst pupils in various ways, including; asking questions, group discussions, listening to others' contributions, identifying problems and recognising solutions (Welsh Government, 2008a). Due to the evident lack of impact the Skills Framework has had, the LNF will replace the communication and number elements of the framework in an attempt to facilitate improvements in literacy standards.

1.5 This study

This thesis aims to determine the contribution of Physical Education (PE) in developing young peoples' literacy skills. To assist with the delivery of literacy development in PE lessons a literacy Talking Toolkit workshop has been designed which provides PE teachers with training on how to embed literacy within their lessons. Teachers who have been trained using the Talking Toolkit will be asked to provide feedback on its effectiveness by drawing upon their own personal experiences of the programme. To achieve the thesis's aim, three key objectives must be adhered to. The first key objective is to identify the teachers' perceptions on how literacy impacts on pupils' learning in PE. The second objective is to identify examples of how PE teachers develop literacy within PE. The third objective is to identify the impact of the literacy Talking Toolkit workshop training on teaching and learning. By adhering to these key objectives, this study will be able to identify PE teachers' thoughts on embedding literacy within PE, the ways in which they are able to integrate literacy into their lessons, gauge the influence of programmes such as the Talking Toolkit, and determine whether similar strategies should to be more commonplace to support the national literacy strategy.

The concept of High Quality Physical Education (HQPE) will underpin this study and be drawn upon throughout. HQPE exists when the delivery of PE and School Sport (PESS)

provides young people with the opportunity to develop commitment, understanding, involvement and confidence in PE (Department for Education and Skills (DfES), 2004).

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter offers a critique of academic literature associated with literacy development, and aims to reinforce the need for this study. The chapter consists of four sections; Section 2.1 outlines the aims of the LNF and the potential detriments its implementation has on PE. It also discusses the impact of educational frameworks and pedagogical concepts and their effect on the delivery of literacy within the PE curriculum. Section 2.2 details the review of academic literature and provides examples of how literacy development can be implemented in different curricular subjects. Section 2.3 considers the various methods of implementing literacy into PE lessons. Finally, section 2.4 summarises the review of literature and refers back to the aims and objectives of the study.

2.1 The implementation of the LNF

The LNF is seen as a curriculum planning tool, which sets out measures to distribute contribution across the whole school curriculum. It guides teachers on how every subject is able to provide opportunities to develop literacy and bridge the evident skills gap between Wales and the rest of the UK, with improved literacy results expected by 2015 (Welsh Government, 2013a).

The Skills Framework was set out with the intention of adopting a skills-based approach to developing four key areas; thinking, communication, ICT and number. The Education Reform Act of 1988 demanded a broad and balanced curriculum that facilitated skills development, as opposed to an over emphasis on detailed subject content. Therefore, the Skills Framework targeted the learning of 3-19 year olds in Wales, providing learners with a more skill-based curriculum (Welsh Government, 2008a). However, Estyn's report *The Skills Framework at key stage 2: An evaluation of the impact of the non-statuary Skills framework for 3 to 19-year-olds in Wales at key stage 2* in July 2011, and a similar report for Key Stage 3 in May 2012, found the framework to be ineffective in achieving these aims (Welsh Government, 2013a). In order to facilitate improvements the LNF has replaced the communication and number elements of the original Skills Framework, whilst the ICT and thinking elements remain intact. To monitor whether this adaptation is successful it is recommended that teachers conjunctively use the LNF assessment criteria and Assessment for Learning (AfL) (Welsh Government, 2013b). AfL is the process of teachers and practitioners locating where learners are in their learning, where they need

to be directed, and how they can get there (Education Reform Group, 2002, Cited in Welsh Assembly Government, 2013b). Using both the LNF and AfL to assess whether the recent changes have been beneficial will allow for continuous monitoring of pupils' progression in literacy.

The LNF details the literacy and numeracy skills young people are expected to acquire and become adept in from the ages of 5 to 14. The LNF is divided into two components – literacy and numeracy. In terms of the literacy component of the framework, pupils are expected to become consummate in oracy, reading and writing (Welsh Government, 2013a). Rather than focus on core subjects such as English, Welsh and mathematics, the LNF aims to disperse literacy development across the entire school curriculum, helping teachers of all subjects provide pupils with opportunities to develop their literacy skills (Welsh Government, 2013a).

2.1.1 Concerns with the LNF

A concern shared by many PE specialists is that an increased emphasis on literacy development in PE lessons will detract from the aims and values of the subject. In a press release issued by the National Union of Teachers (NUT), (2013), there are fears that the "focus has shifted from what pupils can achieve to what black-and-white targets the Government want to reach." In other words, teachers are anxious that guidelines set out in the LNF will increase workload and potentially reduce the amount of practical time during lessons in favour of literacy. The National Curriculum for Physical Education (NCPE) states that all learners should be physically active when developing their skills, knowledge and understanding of PE (Welsh Government, 2008a). Children and young people should be partaking in at least sixty minutes of moderate intensity physical activity every day in order to prevent the onset of various common disorders such as obesity (Public Health Wales, 2012). Current Welsh health statistics show that over one in three children in the country are classified as being overweight, and one in five are classed as obese (Health Statistics Wales, 2013). Some argue that by potentially limiting the amount of physical activity during a PE lesson in order to accommodate literacy; these statistics are at risk of increasing, and the principal aims of the subject are ignored.

In response to the announcement of the LNF, the Schools and Physical Activity Task and Finish Group (2013) met to initiate a commitment "to make physical literacy as important a development skill as reading and writing." Being physically literate can be seen as a by-

product of regular physical activity and refers to one's ability to competently control the movement of their body, with confidence to apply these movements in both play and practice; ultimately leading to sustained participation in physical activity (Public Health Wales, 2012). The group have met semi-annually since June 2012 to uncover solutions to the critical issue of children's low levels of physical activity. They have proposed that a National Physical Literacy Framework be implemented to coincide with the induction of the LNF. They also regard High Quality Physical Education (HQPE) as crucial in underpinning children's involvement in regular physical activity.

2.1.2 HQPE

The guide for HQPE sets out expectations for schools with regards to the inclusion of all students and the development of their confidence and competence in PESS (Department (DfES, 2004). There are ten outcomes to HQPE that are evident in young people when it is successfully provided. These are; commitment, understanding, a healthy and active lifestyle, skills, competitive, creative and challenge-type activities, thinking and decision making, a desire to improve, stamina, suppleness and strength, and finally, enjoyment (DfES, 2004). The guide was designed to raise the standards of PESS delivery and enhance the take-up of sport by 5-16 year olds (DfES, 2004). HQPE should enable all young people to take part in PE, irrespective of their ability. It should also facilitate improvements in young people so that they can achieve in line with their age and potential. HQPE is deemed effective when pupils show commitment to the programme, understand what they are trying to achieve during lessons, understand PESS is an essential part of a healthy, active lifestyle, have the confidence to get involved in PESS, have the functional movement skills and control required to perform, and are consistently motivated to take part in PESS (DfES, 2004).

2.1.3 Moving to learn

The concept of learning through movement is not solely about the learning of physical activities but also the learning of other aspects of the curriculum and beyond (Association for Physical Education, 2012). PE plays a unique role in that it is not purely about education of the physical, but involves the development of other key skills such as language, social and cognitive skills (Capel and Breckon 2013). Therefore, it can be argued that there is scope for literacy strategies in PE lessons, and due to the subject's exclusivity to other curriculum subjects with regards to the learning through movement

concept, literacy is something that can be implemented without necessarily limiting the provision of physical activity.

2.2 Literacy across the curriculum

If literacy standards are to improve, the LNF's implementation is required be truly cross-curricular (Welsh Government, 2013a). There has been research which has looked at how literacy can be integrated into lessons of different subjects and how literacy skills impact on learning in those subjects.

2.2.1 Music

McIntire (2007) conducted a study which identified the skills learnt in Music lessons which require the use of each of the four components of literacy; reading, writing, listening and speaking. These skills include singing, composing, and listening to and analysing songs and compositions. This study is pertinent to the current study as it highlights how literacy skills can be present during lessons of a non-core subject. A strength of the study is that it provides examples of how literacy can be accommodated during Music lessons, particularly oracy development. One limitation to the study is that the sample size consisted of only one class and only drew examples from their practice.

Lamb and Gregory (1993) observed that pupils achieving high levels of performance in pitch discrimination (the ability to identify and re-create a musical note), and phonic awareness (an individual's appreciation of the sound structure of spoken words) also achieved good reading performance. A strength to their study is that it exemplifies how skills associated with oracy can have a positive impact on reading skills. This makes it particularly pertinent to the current study as most of the instruction provided in the Talking Toolkit training is concerned with developing pupils' oracy skills.

2.2.2 Drama

Research by Ewing *et al.* (2011) assessed how Drama can be utilised to enhance literacy skills. In the schools researched, a School Drama Programme (SDP) was implemented whereby actors worked in a co-mentoring capacity alongside classroom teachers. The intention of the programme was for teachers to identify a particular literacy outcome they wanted to achieve with their pupils. This was then addressed by the actors using their expertise. A strength of Ewing *et al.*'s research is its broad sample size, which consisted of five schools and assessed the impact of the SPD's on the literacy development of two

hundred and fifty pupils. Again, it's pertinence to this study is that it is investigating the impact of a unique and creative subject, similar in that sense to PE, in utilising its distinctive learning environment to develop literacy.

Shosh (2005) made writing the focal point of a Drama class in order to build critical literacy. He claims that despite not seemingly being a key part of Drama, writing skills are imperative when looking at developing acting skills due to roles such as play writing and scene creating. The strength of this study is its singular approach in finding ways to embed writing into a learning environment built predominately for practical tasks. In that respect, it can be considered pertinent to the current study as the practicality of the subject is likened to PE. On the other hand, adopting the methods discussed in Shosh's research would almost certainly limit the amount of physical activity during a PE lesson, and so those methods may not be best suited to this particular study as there is a distinct risk of the aims and values of PE not being met with regards to levels of physical activeness. As Shosh highlighted, writing skills can be considered critical to Drama, whereas writing is not commonly associated with PE. Therefore it would seem a coherent approach to focus on the literacy skills that do lend themselves to PE such as oracy.

2.2.3 Challenges to cross-curricular literacy development

Billman and Pearson (2013) expose potential hurdles where a whole-curriculum initiative is concerned. Student interest has a profound impact on student knowledge; the more knowledgeable a student is about a particular discipline, the more frequent their use of literacy skills when reading, writing and articulating about that given subject. However a concern is that subject knowledge is not evenly distributed amongst the school population, as some pupils tend to be more knowledgeable in areas not directly affiliated with the curriculum; rather areas of interest (Duke, 2000, Cited in Billman and Pearson, 2013). Each pupil has a unique set of interests, most of which are unfortunately rarely catered for when designing the school curriculum (Guthrie and Wigfield, 2000, Cited in Billman and Pearson, 2013).

2.3 Literacy in PE

If the LNF is to be a success, it is crucial PE lessons are included as part of plans to employ a whole school initiative whereby literacy development is cross-curricular (Welsh Government, 2013a). If PE is seen to be used solely for movement practice it will serve to maintain the view that it is detached from the rest of the curriculum (Buell and Whittaker,

2013). Whilst research into methods of literacy development within PE has not been comprehensive, there have been academic studies which have discussed strategies for its advancement in a PE setting. For example, research by Buell and Whittaker (2013) assessed methods of introducing content literacy into PE lessons. Content literacy differs to general literacy in that it is concerned with procuring new content in a particular discipline, via reading and writing. In more simple terms, it is learning through reading and writing as opposed to learning to read and write. Buell & Whittaker's research proposes various methods through which content literacy development can play an active role in learning during PE lessons. For example, teachers generally give rules for particular games and activities verbally; whereas Buell and Whittaker advocate strategies which involve pupils receiving the rules in writing or through visual aids and diagrams. Simple methods such as displaying written information about the rules of a sport, athletes, and current issues related to physical activity and health is likely to intrigue pupils and encourage them to read further around the issue. They also suggest incorporating reflective writing at the end of lessons, whereby pupils are encouraged to record their performance via a written log. These methods demonstrate how teachers can encourage pupils to take responsibility for their own learning; learning which not only develops an understanding of the PE curriculum, but vitally embeds literacy development into the learning process. Buell and Whittaker's research is particularly relevant to this study as the strategies discussed are exact to some of the strategies that are expected to be divulged during the interview process, and so directly recognises the aims and objectives of the thesis.

Ridgeway and Singleton (2008) researched methods of integrating presentation and public speaking skills development into PE lessons, with the intention of bettering pupils' oracy. The NCPE sets out expectations for teachers to incorporate oral communication practice within lessons, as these are skills heavily prevalent in the workplace (Welsh Government, 2008). Ridgeway and Singleton see conflict resolution as an ideal scenario in which to build public speaking skills. Conflict between pupils in PE is common, due to differing ideas about what amount of physical contact is acceptable, particularly during invasion games etc. (Ridgeway and Singleton, 2008). During such incidents, they recommend that the teacher encourage pupils involved in conflict to communicate with one another, express how they feel about the incident and then mutually agree on a solution and come to an understanding. These are skills that Ridgeway and Singleton argue not only benefit oracy development, but also prepare pupils for situations frequent in the workplace. The

main strength of this research is that it provides an example of a regular occurrence during a PE lesson, and describes how this potentially detrimental instance can be taken advantage of and used as a way of developing pupils' oracy. Also, the study is focused exclusively on developing oracy and does not discuss how the situation mentioned could be utilised to develop all other aspects of literacy, therefore is pertinent to research surrounding oracy development in PE.

2.4 Summary

The review of literature has explored two avenues of research; the contribution of a whole curriculum approach to literacy development, as well as the impact of strategies employed in PE lessons. The aims and objectives form the basis of this study, and so when reviewing prior literature it is important they are referred to throughout. To recollect, the aim of the study is to determine the contribution of PE in developing young peoples' literacy skills. The first key objective is to identify the teachers' perceptions on how literacy impacts on pupils' learning in PE. The second objective is to identify examples of how PE teachers develop literacy within PE. The third objective is to identify the impact of the literacy Talking Toolkit workshop training on teaching and learning.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter is divided into seven sections outlining the processes before, during and after the data collection procedure. These sections include information on the study sample, as well as the mandatory research protocols and ethical considerations adhered to that assured a reliable study. The chapter concludes by identifying the limitations of the study.

3.1 Research Design

Data was collected using a qualitative research design. One of the most distinctive characteristics of qualitative research is that it allows the researcher to gain the personal and unique perspective of the study participants (Hennik, Hutter and Bailey, 2011). It is concerned with collecting data which is unquantifiable, such as experiences, thoughts and feelings, thus it is worded data which must be interpreted by the researcher (Gratton and Jones, 2010). Qualitative educational research is often the subject of much criticism for being too subjective, primarily from those who prefer quantitative and scientific methods (Atkins and Wallace, 2012). However objectivity is not always the best principle, particularly in educational research where perceptions, feelings and opinions form the basis of the majority of analysis (Wellington, 2000, Cited in Atkins and Wallace 2012). This was the chosen method of data collection as the aims and objectives of the study required the gathering of teacher perceptions, descriptive examples of literacy development strategies and opinions of the impact of the Talking Toolkit, all worded responses which required ensuing interpretation.

3.1.1 General Design

Four PE teachers from three separate schools made up the study sample. They were interviewed using semi-structured interviews. This form of interviewing permitted a combination of open-ended and closed questions which meant fixed questions central to the research topic were asked. However it also allowed for flexibility in that questions could be rephrased or expanded and feedback from the interviewee could be probed to obtain further information (Gratton and Jones, 2010). This mixed approach to each interview meant the topic being studied guided the questioning, but the fashion of questioning was left open to interpretation depending on the responses of the interviewee (Kienke, 2008). Interviews were the chosen method of data collection for several reasons. Firstly, each

interview allowed for the gathering of participants' perceptions, and did not allow the researcher's opinion to bear an influence. This meant the respondents became more like informants, offering responses relating to their own perceptions, generally the desired outcome in qualitative educational research (Yin, 1994). Carrying out semi-structured interviews allowed for the emergence of unanticipated information and themes which the researcher was not previously aware of, unlike other most prominent forms of qualitative research such as questionnaires which are constrained to a succession of set questions (Gratton and Jones, 2010). Also, interviewing in person allowed a rapport to be built between the participants and researcher and permitted body language to be observed, which was useful in determining the context of participants' answers (Gratton and Jones, 2010).

3.1.2 Sample

Three schools were selecting to be used as the study sample. Four PE teachers, two of whom from the same school were used as participants on the basis that they had attended the literacy Talking Toolkit workshop and had been trained in how to embed literacy development into their lessons. One of the participants also worked as a PESS co-ordinator for the surrounding area. Table 1 on the following page details the background information for each school used as part of the study sample. The information provided is correct as of latest Estyn inspection reports for each school.

Table 1. Important information on study sample schools

School	Status	Current performance	No. of pupils enrolled	Pupils entitled to free school meals (%)
A	3-19 years independent school	Excellent	466	-
B	11-18 years mixed comprehensive school	Good	763	19.0
C	11-18 years mixed comprehensive school	Adequate	768	8.9

(Estyn, 2012b: Estyn, 2012c and Estyn, 2013).

3.2 Ethics

Before research began a written proposal was submitted to the Cardiff Metropolitan University Ethics Board. The proposal had to succinctly summarise the project and provide details on the research design and researcher's past experience in research involving human participants. Ethical approval was subsequently granted.

Each participant was contacted via email and asked to take part in the study. Upon agreeing, each was sent a participant information sheet which contained all relevant information, including; a background to study; the aim of the study; the rationale for its undertaking; reasons for their involvement; the impact of their contribution; the intended use of the data obtained; their right to withdraw from participation; and the contact information of the researcher should they have any further questions (Appendix B).

Participants were also asked to complete consent forms to reaffirm their understanding of the project's aims and objectives; to acknowledge they had had an opportunity to read the participant information sheet and have any questions answered satisfactorily; to confirm they understood their participation was voluntary and had the right to withdraw at any time without prior warning and without providing a reason; to approve they were willing for the interview to be audio recorded; and to approve they were willing for any quotations to be anonymously printed in any publications that may arise from the study (Appendix C). The premise for informed consent required the participants to voluntarily partake in the study and be supplied with enough information to make a rational decision about whether or not to take part. Due to the nature of this research it was critical there was informed consent from each participant. This "protects the researcher from any possible accusation that he or she acted improperly when recruiting people to take part in the research" (Denscombe, 2007, p. 145).

3.2.1 Confidentiality and anonymity

When guaranteeing confidentiality, the researcher must ensure that participants feel confident all information they provide remains confidential and will not be repeated to anyone other than who the researcher has stated (King and Horrocks, 2010). Due to the nature of this study it was impossible to guarantee complete confidentiality as the participants' raw responses during interviews acted as results and were used in documents arising from the research. Instead, anonymity was guaranteed to participants. Anonymity refers to a participant's identify being withheld as opposed to the information they provide. In simple terms, it means their name is protected against their answers (King and Horrocks, 2010). To further guarantee the ethical integrity of the study each participant was sent a full written transcript of what was said during the interview proceedings. This way they could confirm the written interpretation of the recording as correct.

3.3 Trustworthiness

Lincoln and Guba (1985, p290) highlight the issue of trustworthiness by questioning; "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?" They referred to four criteria when addressing the subject of trustworthiness, these being: credibility, transferability,

dependability and confirmability. Each of the four criteria was considered during the conducting of the study.

3.3.1 Credibility

Ensuring the study was a credible one was guaranteed through the process of member checking. This involved sending the interview transcripts back to the participants so they could verify what they were interpreted as having said during the interview.

3.3.2 Transferability

This criterion required the researcher to refrain from making any generalisations about the findings of the study, which had to be as descriptive as possible (Krefting, 1991). The data gathered was made relevant through purposeful sampling, as each of the schools selected as the study sample had placed PE teacher(s) on the Talking Toolkit workshop. This resulted in the gaining of participants with distinct knowledge of the topic in question (Marshall, 1996).

3.3.3. Dependability

Conducting a dependable study was assured through the utilisation of the study supervisor who was able to audit the research plan and its execution.

3.3.4 Confirmability

Producing a detailed verification file and appendices section that comprised of enough information for another researcher to follow and replicate the process assured comfirmabiltiy (Krefting, 1991). This information included raw data (i.e. audio recordings and transcripts), data analysis structures (i.e. coding systems), participant information sheets, consent forms and interview guides.

3.4 Pilot Study

Conducting a pilot study provided an opportunity for the researcher to practice the interview process and identify and refine improvable aspects in preparation for the actual data collection. This led to opportunities to modify the interview guide and trial the data collection instrument, which in the case of this study was an audio recording device. These checks were completed to assure maximum efficiency and performance during the interview proper (Yin, 2011). A fellow student researcher of the literacy Talking Toolkit acted as a participant during the pilot study. The interview guide was piloted to confirm that the questions created were appropriate and that they provided opportunities to permit pertinent responses.

3.5 Methods

The participating PE teachers were contacted via email and asked to take part in the study. Each participant had been trained on the Talking Toolkit and was informed on the day that their support may be required during the data collection process. Therefore each contact was willing to be interviewed. Once they had agreed to take part each participant was sent a participant information sheet which provided more detailed information on the study. Fortunately there were no issues when arranging a time to conduct the interviews as all participants were cooperative when scheduling a time and location and enthusiastic to assist. Interviews were planned to take place at the participating schools in an unobtrusive environment free from interruption, such as a staff member's office or library section of the institute. Directly prior to the interview proper, each participant was given the opportunity to familiarise themselves with the participant information sheet to reiterate their understanding of the study's aims and objectives. Once the participant was ready to begin, the interview started. The recording device was only activated immediately before the asking of the opening question. The duration of each interview varied depending on the length of the answers given, which was different for each participant. The most extensive interview lasted around fifty minutes and the most precise was around thirty minutes. The timing of each interview was also dependent on how much probing was required by the researcher, or if there was an emergence of new themes arising from a participant's responses; responses which initiated a new line of questioning. An interview guide was used by the researcher during each interview in order to follow key themes and remain on topic (Appendix D). The interview guide that was used for Participant 2 remained the

same, but due to the fact Participant 2 also had a role as a PESS coordinator the questions were worded slightly differently; but with the expectation that similar responses would be received. For example, the question "what literacy strategies have you developed in your lessons?" became "from your observations, can you describe the literacy strategies you have seen developed in lessons?" Unlike questionnaires, interviews are generally less prescriptive and due to the use of interviews during the study the guide was adaptable when interviews were ongoing (Gratton and Jones, 2010).

"Interviews must be recorded in some form – it is simply not possible to rely on recall alone" (Gratton and Jones, 2010, p163). For the purpose of this study, each interview was audio recorded. This method of recording was chosen because it allowed for a build of rapport between the researcher and participant, whereas if the interview was recording by hand written notes, the attention of the researcher may be separated between the participant and their transcripts (Gratton and Jones, 2010).

Each interview was closed by giving the opportunity for the participant to ask questions and provide any further information they felt was relevant. The researcher also asked for optional feedback on their performance as facilitator, with comment requested on suitability of questions and the manner in which they were asked.

The recordings of the interviews were then transcribed by the researcher and emailed to the participants so they could verify what had been said during the interview, raise any issues, or merely retain for their personal records.

3.6 Data Analysis

An inductive content analysis was completed which allowed the researcher to carry out an "analysis of data involving discovery of patterns, themes and categories" (Morra-Imas and Rist, 2009, p386). The interviews were transcribed by the researcher and chronicled in individual Microsoft word documents (Appendix E). These transcripts were revised in detail so the researcher could establish an understanding of their contents. A coding system was then developed which permitted the researcher to identify key themes within the data, which was important in fulfilling the research objectives (Gratton and Jones, 2010). This coding was achieved by annotating text through the review tab function on Microsoft word. This facilitated the emergence of key themes within the transcript texts, which were then

grouped to form important clusters of information. This information was then displayed in the form of a table for ease of comparisons between data and for simple visual understanding (Appendix F).

3.7. Limitations

There was an aspect of the research methodology which could be perceived as restrictive in terms of broadening the study's findings. With only four research participants, the sample size was small. This suggests that the data gathered may not be representative of others in the same populace. According to Smith (2010, p92) "the greater the number of participants the more value the study will have."

CHAPTER 4
RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter consists of nine sections which draw upon the key findings of the thematic analysis. It will make use of present theory to corroborate the key themes that have been detected in the acquired data. The themes that have emerged from the data include; teachers' perceptions of the LNF, teachers' thoughts on the literacy Talking Toolkit, an emphasis on physical activity, the impact of literacy on pupil learning, literacy development strategies, cross-curricular links, adapting for different stages, feedback, and how pupils learn in PE. The key themes and description of each are shown in Table 2.

Table 2. Key themes developed from thematic analysis and a their description

Theme	Description
Teachers' perceptions of the LNF	Teacher insights into effectiveness of LNF framework and potential alterations.
Teachers' thoughts on the literacy Talking Toolkit	Teacher assessment of Toolkit training, its impact in lessons and potential alterations for future.
Emphasis on physical activity	Ensuring literacy development does not detract from physical activity levels in PE lessons.
Impact of literacy on pupil learning	Benefits of literacy in developing pupil knowledge in PE.
Literacy development strategies	Resources and approaches used to develop pupils' literacy.
Cross-curricular links	Disseminating the Talking Toolkit into other subjects in the curriculum.

Adapting for different stages	How strategies and teaching styles vary as pupils progress through each stage.
Feedback	How teachers praise pupils for good performance in literacy.
How pupils learn in PE	Ways in which PE can contribute to pupils' learning and acquisition of knowledge.

4.1 Teachers' perceptions of the LNF

The Welsh Government (2013a) included key features in the LNF documentation which describe specific expectations when it comes to the support and guidance that ought to be provided alongside the framework. This guidance is primarily in the form of teacher training programmes and support materials, with a key aim being to "help teachers of all subjects to identify and provide opportunities for learners to apply literacy and numeracy across the curriculum" (Welsh Government, 2013a, p4). When the interviewed teachers were asked by the researcher to provide their insights into the LNF there was a mixed response. Whilst all advocated the need for its implementation concern was expressed about the clarity of the LNF document.

> *I don't think the documents are particularly clear . . . there needs to be a short, clearer message going out to everybody so there is a common and shared understanding.*

Other perceptions were that the differentiation amongst subjects has had a negative impact on the potential effectiveness of the LNF.

> *From subject to subject there is a lot of differentiation that does need to go on. So instead of a general framework, it might be better to have what is specific to PE.*

In terms of literacy, PE can support the LNF predominately through the use of listening and speaking skills. Therefore the oracy strand of the LNF is better suited for the use of PE teachers than the other elements of the framework as there are more opportunities for speaking and listening in PE lessons (www.wirral-mbc.gov.uk).

As previously stated, ensuring the LNF has a positive impact on all subjects is a strategy that has been cited as high importance by the Welsh Government (2013a). This response indicates that a universal framework which advises all subjects on how to incorporate literacy into lessons might be too broad a concept to successfully embed. Rather, a focused framework designed exclusively for PE as well as every other subject could be regarded as a more apt and valuable method of support for teachers of all subjects, especially when considering not all aspects of the LNF document are pertinent to PE.

Time-management is a further area of discussion which has emerged from the results. The teachers interviewed were anxious that finding time to embed the strategies advised in the LNF would continue to be a challenging endeavour.

> *Obviously the literacy framework is key in school, but we have got about another four or five different strand that we have to be doing for senior management. Then you are finding you are either running out of time or you think in your lessons then; Ah I didn't get this in.*

> *They have got to do the literacy and numeracy, and the ICT within it, and then the practical all in one lesson. So I think that there is still a bit of confusion around it and how much you need to put into each lesson.*

This accentuates the plea for more clarity in the LNF documentation, by referring to the lack of guidance on how the LNF can be implemented alongside all other elements of the PE curriculum. Curriculum overload is defined by the National Council for Curriculum and Assessment (NCCA) (2010, p7) as "imbalance or incongruity between our capacity to enact or activate a curriculum which itself is perceived as overloaded." The issue of

curriculum overload impacts heavily on teachers, and as a result, pupil learning also (NCCA, 2010).

Despite being a recent implementation, the general consensus among the teachers was that the LNF has acted more as a review structure to reinforce current practice as the strategies advised in the framework are largely being applied in any case.

> *I think PE is very lucky and fortunate in that we do a lot of it in our PE lessons naturally.*

> *We have always done it, but it is more focused, more identifiable and it is more noticeable, and it is more emphasised with the literacy framework.*

These responses have shown that the teachers consider the LNF a prompt to exercise literacy and numeracy development in PE lessons. PE naturally lends itself to literacy development, particularly in the area of oracy (Palmer and Corbett, 2003), and so it appears that when in practice the LNF is not an entirely innovative strategy. What it does do is make the subject of literacy development more obvious and more emphasised, even if the documents themselves are not particularly clear in how to implement improvements.

4.2. Teachers' thoughts on the literacy Talking Toolkit
4.2.1 Usefulness and impact

When interviewed, the teachers were asked to provide their thoughts on the literacy Talking Toolkit workshop training, the resources they received as a consequence, and the impact it has had in their lessons. There were responses which were very positive.

> *Absolutely brilliant. It is one of those things where if I did not go on it I would not have had the enthusiasm to look at oracy within PE, and especially the speaking frames.*

> *The speaking frames, the types of talk, all of those things were interesting, and the log that you had where you had to reflect and put what you were learning into practice was useful; because as I say it did make me come back and talk to my literacy co-ordinator, and it did make me look at my schemes of work.*

It has allowed differentiation. So for the less able pupils there is more there to read off, and the more able, it stretches them as well.

There were less positive reflections also.

I don't want to sound complacent because there was very useful stuff on the course, but I think it was a case of preaching to the converted for me.

Most of it was very useful. Parts of it were more relevant to exams course; the BTEC and GCSE.

The prevailing consensus was that the training provided during the Talking Toolkit workshop was beneficial in terms of the learning that took place, the value of the resources provided, and the impact both the preceding have made during PE lessons. In terms of the impression the Toolkit has made during lessons, the most evident influence from the teachers' perceptions seems to be the allowing of a more inclusive setting. This has enabled pupils of all abilities to display their skills in literacy in a subject area that some are not as adept in as others. This has a substantial impact with regards to developing pupils' self-assurance and assists in delivering the confidence aspect of HQPE.

You have got different abilities of children being able to work with each other . . . they can all mix and they can identify strengths and weaknesses within each other's performance and now the children are not worried about being able to speak in front of four or five people or maybe in front of a group.

A PESS strategy is to widen the range of teaching in PE for learners of all abilities (Grout and Long, 2009). Literacy can be used as a tool to inhibit good performance in those pupils who are not the most competent physically. This will subsequently help to develop their confidence, motivation and enthusiasm in PE (Grout and Long, 2009), and meet those underpinning HQPE criterion.

4.2.2 Future adaptations

The feedback on the impact of the Toolkit was largely positive, although it was suggested that the training may be better delivered over an extended period of time allowing for a more manageable intake of information.

I was a bit overwhelmed at first if I am honest because there are five sections with a wealth of information within the Talking Toolkit

You would need an introductory session and it might be better maybe delivered over the course of five two-hour sessions where you had an introductory session, looked at section one, then as a group of teachers went out and looked at that section in practice, then came back and reflected on that, then came to section two.

I definitely thought that it was a lot to take in . . . maybe have half the day and then have the second half to think of ideas and brainstorm why you could use it, then maybe a month later have the other half of it and bring back what you have done.

These comments and recommendations should be taken on board and considered if and when a similar training programme to the Talking Toolkit is developed at a future date.

4.3 Emphasis on physical activity

The study found that the participating PE teachers are conscious not to reduce the amount of time spent being physically active during lessons in order to accommodate literacy advancement. Instead, it is about being able to embed literacy in lessons whilst sustaining the appropriate amount of physical activity.

It is not about getting kids to read, write and talk in PE lessons rather than be physically active, but it's about thinking of ways to marry the two and have lessons where students are physically active and doing what they should be doing in physical education, but flagging up and seeing the key areas where you can embed literacy as part of that, and not replace PE with literacy.

Children and young people between 5-18 years "should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day" Department for Health, 2011). PE has a commanding role to play in ensuring this activity target is met. Although PE has been encompassed in the LNF's strategy to employ a whole curriculum approach to developing literacy, the feeling is that this should not detract from its physical activity requirements.

> *There is an acceptance that you are not going to suddenly see key stage three lessons where children are sitting and writing because children should be running around and doing.*

> *Within a lesson we will be using this to back up teaching rather than for it to become the focus of teaching . . . it needs to be monitored carefully, so that it is maybe five per cent of the lesson rather than thirty, forty or fifty per cent.*

> *Ultimately in my PE lesson I don't want them to be writing, I want them to be active.*

Expectedly, the opinion of the teachers was that physical activity should be at the forefront of teaching in PE. These statements say that whilst all supported the embedding of literacy in PE lessons, levels of physical activity must not be restricted. Recent literacy standards in Wales are poor, as revealed in statistics released by PISA in 2010, Estyn (2011), and Estyn (2012d). Likewise, obesity levels are increasing. In 2011, 19 per cent of children under the age of sixteen in Wales were classified as obese. By 2019, 85 per cent of children and adults will be obese if current trends continue (www.walesonline.co.uk). As a result, it is to be anticipated that PE teachers consider physical activity as fundamental during lessons.

4.4 Impact of literacy on pupil learning

There is a perception that since the literacy Talking Toolkit has been utilised during PE lessons, there has been a positive impact on pupils' learning. Without good literacy skills pupils learning will suffer and their opportunities to go onto higher education or employment will be significantly narrowed (National Literacy Trust, 2012). Contrarily, improved literacy skills will help with the development of numerous personal and social skills highly widespread in both further education and the workplace.

While I might not be hitting fundamental movement skills while I'm looking at literacy and doing those sorts of things, I'm possibly looking to increase motivation and confidence through the way you frame those discussions, those group opportunities to work.

The thing about literacy is that it encapsulates thinking and problem solving.

These responses illustrate the impression literacy can make on pupils' learning of lifelong skills and again helps to advance some of the outcomes of HQPE. For example, the strategies involving group collaboration and discussions when developing oracy skills consequently have a bearing in increasing pupils' confidence, and improve their ability to communicate with peers and to an audience. Similarly, strategies that facilitate literacy development and encapsulate thinking and decision making encourage pupils to think and make decisions based on these deliberations.

Based on the observations and opinions of the teachers, integrating literacy into PE was also found to create a far more inclusive setting.

I think what this allows is for PE to become accessible to everybody.

Since we have started this, the understanding and the confidence to speak in front of a class and the actual structure of a sentence meant that the more academic; they were kept within the framework to start with, but the less academic pupils could join in just as much as anybody else. The confidence was a big part of that.

Craft (1996, p57), Cited in Winnick (2011, p25) says inclusive practice should "provide a welcoming and supportive educational environment, one that is respectful and appreciative of individual differences, and one in which all students participate." Responses showed that literacy has given less-abled pupils a way in which to demonstrate their competency. Those pupils whose suffer from a lack of confidence in applying themselves in a practical sense now have an avenue in which they can demonstrate other skills which are more academic in nature. According to Winnick (2011), this will provide a more stimulating and motivational climate which offers opportunities for all pupils to maximise their learning in PE.

4.5 Literacy development strategies
4.5.1 Speaking frames

This is a method designed to familiarise pupils with the appropriate language to use in situations that require oral and/or written communication, and can be referred to during lessons when practicing such instances. Speaking frames are most commonly employed during group feedback or throughout group discussion (Palmer and Corbett, 2003).

> *We introduced a speaking frame which was very basic, on the gym wall. Which was; a component of fitness is…I use this when I…and the test for this component is the…So even if the children had not done the test, they were still then reading the posters on the wall . . . they would work together then to say which they were going to say . . . they would then say; a component of fitness is flexibility. The next one would say; I use this when I rotate my arm backwards to play a badminton shot, and the test for this component is…and then they would then have to go to the wall to the appropriate poster and say; the sit and reach.*

The above is an applied example of a speaking frame used by one of the teachers who was interviewed. It describes a situation where through group collaboration and discussion, a speaking frame was able to inspire the use of proper language via reading and discussion skills. This is a resource that was not drawn upon during the review of literature but appears to be in common use by those teachers trained in the Talking Toolkit. Palmer (2010) advocates the use of speaking frames, as they are an effective way of furthering pupils' literacy and making the transition between simple spoken language to more complex written language, creating "literate talk" amongst pupils.

4.5.2 ICT

The use of information communication technology (ICT) has the capacity to offer valued support to a PE teacher. For example, video can be used to replay examples of good practice for demonstration purposes (Bailey, 2001). The participating teachers highlighted ICT as a valuable strategy, although its use is not inherent in the PE curriculum or in particularly consistent use.

We have also tried to embed a bit more ICT into the way that we work, so there is a lot of video of students, and then peer sharing and peer reviewing of the quality of the movements in gymnastics or videoing a clip with a tactical scenario, and getting the group or team to review those aspects.

The children now when starting in year ten are now getting used to analysing their own performance, and others, and looking then at identifying along with coaches eye where things are happening.

This shows that the teachers believe there are opportunities to use ICT when developing literacy in PE. It is beneficial from a physical perspective in that technique can be reviewed and refined, but also it terms of literacy, as using ICT can inhibit discussions amongst pupils when it comes to providing feedback. The use of video based analysis tools such as Coach's Eye on an iPad (www.coachseye.com), enable teachers to facilitate this. However, it was noted that ICT should not be made to be of paramount importance during PE lessons in case its continued use results in the neglect of the physical aspect of PE.

Within a lesson we will be using this to back up teaching rather than for it to become the focus of teaching.

"The overriding principle is that ICT should positively contribute to pupils' learning, and not detract from it. If there is a danger of ICT getting in the way of learning, it should not be used" (Bailey, 2001, p157).

4.5.3 Visual Displays

Simple display methods such as posters are also a common resource.

> *We have had more display boards put up in the changing rooms, because we have seen now that that is a resource which we have not really used in the past years. The changing rooms is an extra teaching area, so as they are getting changed there is still something for them to focus on and do.*

> *We've made posters with those on and we've made them specific to the pupils that are in our school.*

Posters and displays are beneficial resources when teachers are looking to reinforce key vocabulary and support the development of critical reading skills, as well as reinforcing subject content knowledge in PE (Weiller-Abels, 2010). These statements show that they are a resource that can be utilised outside of lesson time, for example in changing rooms or around the PE department. As discussed during the review of literature, this is a strategy Buell and Whittaker (2013) see as effective in enhancing the literacy of pupils in PE. Visual displays are not just an effective literacy development strategy, but their use does not necessarily have to impact upon PE lessons as they can be referred to outside of lesson time. That way the aims and values of PE already mentioned can be adhered to, allowing more time for pupils to be physically active during each lesson.

4.5.4 Collaborative work

Cooperative learning involves pupils working together to learn subject content (Dyson and Casey, 2012), and is a common method for PE teachers to use during lessons. It is poignant for literacy development as it encourages the use of communication and oracy skills between pupils. Various collaborative work strategies were discussed.

> *There is this lovely cross over that as children come through you say to them; you are used to talking partners in primary school. We are now going to have coaching partners. As well as talking together, here is some information. A; they have to read, they have to listen and then they have to observe.*

> *We have what we call "mini coaches," so during the lesson we are looking for the teacher to be setting what should be happening, but within that then, the children will be coaching each other and they will be given specific roles to give*

valuable feedback. Not; this is good or that's bad, but to identify what is good and how to improve.

I would say that the majority of schools now are doing peer assessment and peer discussions and I think they are working really well.

The unanimous viewpoint was that approaches involving pupils working in collaboration offer useful strategies in developing their literacy. Not only does it suitably accommodate oracy development but it also permits pupils to take ownership for their learning through assigning roles and responsibilities (i.e. offering feedback during reciprocal learning). What this strategy also inhibits is the use of accurate language because discussions are expected to be in detail. For example, if offering feedback to a peer, a pupil must be thorough and identify the strengths and areas for development in the performance as well as offer strategies to improve; not just identify what those strengths and areas for development are.

4.6. Cross-curricular links

A question which has arisen following the implementation of the literacy Talking Toolkit is whether the programme can be disseminated into other subjects in the school curriculum. This concept of dissemination has been advocated by all participants.

This is something that should be embedded across the school and really it should be for the literacy co-ordinator, whoever that person is, to drive that in every subject. So, can the Talking Toolkit work? I would think so, yes.

The good work that we have done in PE from the Toolkit was recognised by senior management from lesson observations, and then my line manager asked me to lead a section at whole school inset.

There are loads of different departments that are looking at them and seeing if they can be adapted to theirs. The head of literacy within our school said this was way advanced to other subjects and he was really complimentary of it.

This clarifies the positive impact the Talking Toolkit has made on the participating schools, as the good practice shown in the PE department has been recognised externally. When considering the Government's ambition is to provide opportunities for all subject areas to

incorporate literacy into their individual curriculums, and based on the perceived success of the Talking Toolkit in PE it would seem logical to construct similar training programmes that provide teachers of all subjects with an equal opportunity to embed literacy within their lessons.

One response proposed an interesting notion which would serve to maintain the same amount of physical activity in lessons, but embed literacy also. This idea would see PE unite with other subjects and utilise their more 'academic' setting to embed the literacy components expected to be implemented during PE lesson time.

> *Do you think in a practical physical education lesson it is appropriate for fifteen minutes to just be sitting their learning? Would it not be better if you linked in with the curriculum and with other subjects and give them that information? For example with fitness testing, give it to the ICT department to do graphs or the science department.*

This is an interesting concept, but it would require much communication between subject areas and would only be applicable for certain aspects of literacy development that are not best suited for practical PE lessons.

4.7. Adapting for different stages

It was of interest during the study to ascertain how each teacher had adapted to meet the demands of pupils at different stages of learning. The literacy Talking Toolkit provided guidance on how to cater literacy development for each stage, but applying this in practice is a challenging endeavour for teachers. Nevertheless there were examples of how this adaption can be achieved and how the demands of each stage vary.

> *The terminology has changed. I think the amount of work…so homework becomes more as they go through the year groups, and for example year seven is very much; posters and sentences, whereas when you come into year nine, ten and eleven it's much more essay, descriptive…that type, and evaluative more.*

> *I suppose it is also to do with the questioning approach, and the levels of questioning that you use . . . we might use the same resource, but it is the questioning and feedback approaches that are different.*

Key stage three is very oracy based; a bit of literacy, a bit of reading, very small amounts of writing . . . both BTEC and GCSE do have to address extended answers and so you have to develop their literacy . . . there is more written and reading at key stage four.

These examples illustrate the discrepancies between stages of learning and the alterations that teachers must evoke. Terminology seems to be a fundamental concern as pupils' literacy skills progress. The level of vocabulary and language pupils use would be expected to rise as they progress through each key stage. Roe *et al.* (2013) see the progress of pupils' vocabulary as vital in their development through each stage of school, and an increase in the complexity of vocabulary as a marker for successful oracy development. Other discrepancies between stages seem to include the load of reading and writing expected of pupils. Those pupils at key stage four and beyond who are studying PE at exam level, so GCSE and A Level, should expect to perform more reading and writing tasks to "build on the skills, knowledge and understanding acquired at Key Stage 3" (Welsh Government, 2008, p13).

4.8 Feedback

Numerous methods of feedback were described, included methods of reward and recognition as well as verbal and written feedback.

Strategies such as two stars and a wish or two strengths and an area of development.

Very much verbal. They get written feedback in terms of their reports. But it will be very instant and very verbal feedback.

We have got a system of reward in school where if a student does something well they can have an R1 (reward one). If it is something exceptional, two and then three.

These are techniques teachers have adopted to provide feedback to pupils on their literacy performance. The strategy "two strengths and an area for development" is an excellent example of how the terminology used by teachers is critical in maintaining pupil motivation. Corrective feedback is often misinterpreted by a pupil as negative (Veal and Anderson,

2011), which can be a detriment to their confidence and thus motivation to take part in PE. So instead of highlighting a 'weakness' in a pupil's performance, a simple edition in terminology to 'an area of development' offers a positive viewpoint on the feedback given and will ultimately motivate the pupil to improve in that area.

We've got an area for development, not a weakness. So changing that terminology is making pupils think 'right this isn't a weakness, it's something I need to develop.' But it is just changing that mind-set, which seems to have worked better, and the pupils are identifying that, not just the teachers.

4.8.1 Recognising and rewarding achievement

The teachers were questioned about whether they felt pupil recognition should be done publicly or privately when rewarding achievement in literacy.

I think a big focus is to try and internalise that for the pupil . . . we don't want to make this visual and comparable . . . my big worry about rewarding externally and making a big thing about praise is; whilst I'm praising this person, how is it making everybody else feel?

This first response indicates that a concern over the sensitivities of other pupils should mean the pupil receiving positive feedback is not praised publicly and in front of peers. Robins (2012) suggest public praise can often lead to over competitiveness, resentment and even bullying amongst pupils.

If someone has really done something good and they have been working really hard then I will share it with other people because I think it is important that I am highlighting to the group that I am picking up on good evaluative skills.

However, the preceding results suggest that recognising good individual performance in literacy in sight of other pupils can act as a model of good practice and motivate other pupils to want to perform similarly to obtain similar praise.

4.8.2 Peer feedback

Reciprocal learning and feedback between pupils is an effective way of incorporating literacy skills into a PE lesson as it demands the use and communicative and oracy based skills (Capel and Breckon, 2014). It is evidently a strategy that has been employed to induce the practice of literacy skills.

> *I think they get as much out of peer feedback and talking about these things as a group.*

> *I would say that the majority of schools now are doing peer assessment and peer discussions and I think they are working really well.*

4.9 How pupils learn in PE

The PE teachers are unyielding in their belief that their pupils learn best in PE through being physically active.

> *I certainly think by being active you can create good learning and positive motivational climates.*

> *I think when looking at my pupils in front of me, they prefer being physically active than being in the classroom.*

Other factors need to be considered when considering the influences that affect how pupils learn in PE.

4.9.1 Gender differences

Silverman and Subramanian (1999), Cited in Silverman and Ennis (2003) present evidence that suggests girls exhibit a less positive attitude than boys to learning in PE, which ultimately could reduce their engagement when literacy is being implemented, and lessen their capacity to develop their literacy skills. Yet based on their observations of their pupils the teachers noticed differences that challenge this theory.

I would have a perception that girls are far more confident to have those conversations, whereas boys would ideally just prefer to be active. Not all, but some.

I'd say girls enjoy the evaluative…they are much better at descriptive; describing it and writing it down. Confidence wise boys are better at speaking. It takes a lot longer to change the vocabulary of boys though, than girls. Girls in my view tend to pick up the sentence structures, and they'll go with them. Boys get bored quite quickly. So they just want to say it.

Boys are much more physically active in lessons than girls.

It would appear that boys in general are perceived to be more engaged during the active element of PE than girls. Girls on the other hand seem to perform better and are more engaged during the refining of academic skills such as those linked to literacy. This is not meant as a generalisation because there are exceptions, but Capel and Piotrowski (2000) propose that boys hold an advantage over girls in PE lessons as physical activity is associated with the virile qualities encouraged during their upbringing.

4.9.2 Grouping learners

It is important to use a variety of grouping methods to ensure the needs of all pupils are met (Rouse, 2009). Numerous means of grouping were revealed as being used by the teachers to challenge and stimulate all pupils.

Students of similar abilities and you get them to challenge each other . . . mix abilities which get high ability learners maybe helping lower ability learners, trying to engage them and get them motivated . . . friendship groups can make people more engaged, they feel much more comfortable.

Each method mentioned has potential benefits attached to it. Employing a same ability grouping strategy is ideal for the practicing of a skill and can provide the pupils with feelings of impartiality. Mixing the abilities of pupils can facilitate reciprocal coaching, subsequently handing responsibility to a pupil (Rouse, 2009).

CHAPTER 5

CONCLUSION

5.0 Conclusion

This research has gathered PE teachers' perceptions of how literacy impacts on learning during PE lessons. These perceptions are; it expedites the development of pupils' confidence and communication skills, as well as creating a more inclusive environment in which less talented pupils can showcase their abilities in literacy. It has also found examples of different strategies teachers use to embed literacy into their lessons, such as through the use of speaking frames, ICT, visual displays and collaborative work. The effectiveness of the literacy Talking Toolkit was found to be positive because of the usefulness of the resources provided and the opportunity it's embedding provided learners of all abilities. However, it was found that the delivery of the Talking Toolkit could be conducted more effectively. It was recommended that it be carried out over an extended period of time to ensure information is not overloaded onto teachers.

It was found that physical activity is perceived as the most important factor where PE delivery is concerned. Literacy is accepted as an issue that needs to be addressed, nonetheless an issue that should not take president over physical activity.

Overall, this study has acknowledged the pre-specified aims and objectives. The primary aim of this study was to determine the contribution of PE in developing young peoples' literacy skills. The objectives of the study were to identify teachers' perceptions of how literacy impacts on pupils' learning, identify examples of how PE teachers develop literacy within PE, and identify the impact of the literacy Talking Toolkit workshop training on teaching and learning.

Based on the insights of the teachers used for this study sample, teachers' perceptions of how literacy impacts on learning in PE are; it permits the progression of confidence and communication skills in pupils. As already specified, the guide for HQPE sets out expectations which should see schools develop the confidence of pupils and provide an inclusive environment which challenges students of all abilities (DfES, 2004). Achieving high quality during PE lessons is a major goal of PE teachers. If literacy is perceived to bring about developments in pupils' confidence and subsequently meet the targets set in the guide for HQPE, then its implementation into PE lessons will be seen as an innovative

way of developing literacy across the curriculum whilst still valuably contributing to PE lessons.

Each method of literacy development discussed has attached benefits; benefits that meet some of the ten outcomes of HQPE. Visual displays are an effective way of developing the knowledge and understanding of pupils whose repertoire of a particular sport or activity is limited. Speaking frames have been found to increase thinking and decision making as routes of language must be chosen by pupils. Likewise, collaborative work evokes thinking and decision making when pupils engage in group discussion. ICT is a facilitator in increasing a pupils desire to improve. For example, when a pupil observes a video of them performing a skill, identifying areas for improvement in that performance should encourage a pupil to improve upon those areas. Subsequently, if comparisons are being made with other pupils' performance, a student has an opportunity to develop their competitiveness.

5.1 Limitations of this study

An aspect of this study that can be seen as a limit is the sample size. Only a select number of schools have utilised the literacy Talking Toolkit training, resulting in only three schools and only four participants being used as the sample. This could have a negative effect in terms of the consistency of findings as the teachers' perceptions may have been influenced by the training they have received as part of the Talking Toolkit and may not be representative of the thoughts and opinions of, or strategies employed by, other teachers who have not.

5.2. Areas for future research

After taking into consideration the main findings and limitations of the study, potential areas of future research have emerged. An option would be to conduct a similar study that focuses on other subjects in the curriculum to determine the extent to which they too can develop literacy skills. This could be through the development of a literacy training programme comparable to the Talking Toolkit, but personalised to fit different subjects. This would enable an assessment to take place of whether the Toolkit can be disseminated into other subjects. Due to the accomplishments of the Talking Toolkit from a PE perspective, the provision of the programme could be made more accessible to PE

departments in other schools. This would address the study's limitation of a small sample size and evaluate whether the Toolkit has an equally profound effect when utilised by a larger quantity of PE teachers.

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APPENDICIES

APPENDIX A

ETHICS STATUS

Date: 5/3/14

To: Greg Brown

Project reference number: 13/05/044U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 29th May.

Yours sincerely

Daniel Milton

Supervisor

APPENDIX B

PARTICPANT INFORMATION SHEET

Project Title: Developing young people's literacy skills through physical education.

Participant Information Sheet

_____

Please read all information carefully.

BACKGROUND:

The aim of this project is to determine the extent to which physical education can develop young people's literacy skills. There is limited research into how PE is being utilised to develop literacy in schools and due to the recent implementation of the National Literacy and Numeracy Framework (LNF) there is justification for this type of study. The project is being undertaken by the Physical Education and Pedagogy Department of the Cardiff School of Sport at Cardiff Metropolitan University, with Physical Education staff in schools across South and West Wales making up the sample of the project.

Your participation in the research project

Why have you been asked?

As a Physical Education staff member you are in a unique position to provide meaningful information. Your ideas and opinions on how you may already do so in your school or ideas you may have as to how PE can contribute to the development of literacy skills in young people will be of much benefit to the study.

What is being asked of you?

You will be asked to participate in a one-on-one interview with me the project researcher to answer questions drawing upon both your physical education and academic experience. These questions will be relevant to the research aim and centred on the question of the extent to which physical education can develop young people's literacy skills.

During the interview you will be recorded via a Dictaphone that will be listened to by only me and my supervisor. This is used merely as a means to refer back to what was said during the interview to make interpreting your answers easier.

What happens after?

Following the interview I will take the Dictaphone back to Cardiff Metropolitan University where its contents will be interpreted and transcribed. You will be shown a copy of what has been written so that you can confirm you are satisfied with what you are interpreted to have said during the interview. These transcripts may then be used to assist with the writing of the study but will be dealt with in the strictest confidence.

Right to withdraw

You have the right to withdraw at any point during the study and will not be forced to participate at any time. You are still able to withdraw from the study even after signing the project consent form.

Further information

If you require any further information regarding the study before, during or after your involvement please do not hesitate to contact me at any time.

My email: st20001509@outlook.uwic.ac.uk

My phone number: 07984 734646

APPENDIX C

PARTICIPANT CONSENT FORM

PARTICIPANT CONSENT FORM

Reference Number:
Participant Name:
Title of Project: Developing young people's literacy skills through physical education
Name of Researcher: Gregory Brown

Participant to complete this section: Please write initials in each box:

I confirm that I have read and understood the participant information sheet for the above project. I have had the opportunity to read and consider the information, ask questions and have these questions answered satisfactorily.

☐

I understand that my participation in the project is voluntary and I have the right to withdraw at any time, without giving a reason.

☐

I agree to take part in the above study.

☐

I agree to the interview being audio recorded.

☐

I agree to the use of anonymised quotes to be in publications that may arise
    from this project.

☐

_____   _____
Signature of Participant   **Date**

_____   _____
Name of person taking consent   **Date**

_____
Signature of person taking consent

APPENDIX D

INTERVIEW GUIDE

Opening Question:

1. I am particularly interested in how you develop Literacy within your school / PE department? Can you tell me a little bit about literacy here in your school / department?
    -   What do you make of the Literacy and Numeracy Framework (LNF). What do you make of it? (brief overview)
    -   How did you find incorporating the LNF into your lessons?
    -   How do you feel the department have been supported to incorporate the LNF into your lessons
        -   By your Head teacher
        -   Literacy coordinator (can you explain their role… how effective have they been?) / Other member of staff
        -   By Meetings
        -   By Workshops
        -   By your local authority

2. Have you faced any issues when the LNF become a statutory requirement?
    -   Difficult to understand?
    -   Are you aware of any challenges that you have faced?
    -   How did you overcome these?
    -   Can you explain? Elaborate?.

Developing Literacy & Talk Tool Kit

Generic question

3. Talking Tool Kit – I understand you have been on the Talking Tool Kit workshop – can you tell me a little bit about the workshop day.
    -   How effective did you find the Talking Tool Kit workshop?
    -   How did you find the Talking Tool Kit Information pack? Beneficial? Elaborate , explain
    -   Did you think the Talking Tool Kit (pack and workshop) heightened your understanding of developing literacy?

        If Yes – Why? Can you explain? Elaborate?
    -   Do you think there is need of more workshops within literacy so that teachers can enhance their understanding (i.e., of the Talking Tool Kit)?
        -   Can you explain? Elaborate?
    -   What effect do you feel the Talking Tool Kit has had in your lessons?
        -   You're learning, Pupils - learning / attitude/ attendance

4. Do you use a variety of resources within your lessons with the aim to interest, stimulate and challenge learners of all abilities?
   - Examples
   - How do you do this?

5. What literacy strategies have you developed in your lessons? can you elaborate? Explain? How did you develop these strategies?
   - Examples , elaborate
   - Probe for other examples also (i.e., GCSE PE)

6. How do you incorporate listening and speaking into your PE lessons?
   - Theory and Practical
   - Practical – task, prompt for core of PE - The plan, perform, evaluate cycle?
   - Do you perceive yourself to be a good language model?
   - Can you give examples of how you stimulate talk and discussion within your lessons? (important points)

7. What strategies are you implementing to develop quality talk and collaborative work? (important points)

   - Questioning and answering sessions
   - Feedback on performance
   - Do you believe that the quality of your feedback and support to pupils, impacts on the pupils' ability to assess their own and peer's performances?
   - conscious effort to widen pupils' vocabulary, range of words/brake down of skills acquisition
   - Differentiated language

8. How do you recognise and reward achievement in literacy (speaking and listening) within your lessons?
   - pupils successfully develop literacy skills within your PE lessons ?

9. Does your physical learning environment provide a stimulating experience for all learners?

10. Do you think that pupils learn better when they are actively engaged rather than a classroom setting

11. Are there any gender differences?
    a. Girls – more academic
    b. Boys- more active

12. Do you group learners appropriately for different tasks?
    - How do you do this?
    - Why do you do this?
    - How effective is this method?

13. How do you adapt to different age groups?

> Do you use different technique when teaching year 7 compared to year 12/ 13.

14. How effectively are the developed strategies deployed across the department / school?

> Did you have a staff meeting to discuss what you had learnt from the Talking Tool Kit workshop?
> How effective is the project manager (Talking Tool Kit) at monitoring and evaluating the progress being made?
> Was this information shared solely within the department or was it deployed to other subjects and departments within the school?

15. Are there any specific links to other departments / areas of learning?

- Looking into the future do you think that the Talking Tool Kit will be disseminated into other subject?

> Your opinion: Do you think that the school should incorporate and highlight the importance of Literacy and numeracy within other subjects?
> Looking into the future, how do you aim to develop your lessons, to ensure

Final Question

16. Thank you for answering the questions. Finally are there any other issues which you would like to raise? Do you think that I led your answers in any way?

APPENDIX E

INTERVIEW TRANSCRIPTS

Transcript 1 (Participant 1)

Int: I'm interested in how you develop literacy within your school, specifically your PE department. Can you tell me about literacy within your school and your PE department's thoughts on literacy?

Part: Obviously being a private school we have a slightly different ethos in terms of not everything that the government lay out we have to follow as a statuary requirement. However, with the literacy and numeracy framework it is something the school have taken on board, and I suppose it was introduced to us as a concept first of all in September in the insects before school started, outlining what the literacy and numeracy framework was and how that is meant to be embedded now across the curriculum, and that has become a big focus. We have a literacy co-ordinator and a numeracy co-ordinator who are going to frame that throughout the school.

Int: What do you make of the literacy and numeracy framework?

Part: I have had a look at the documents online. I don't think the documents are particularly clear in how they expect it to be implemented within schools, I think it is very 'wordy' and I think there is a lot to the document. I think for staff that are delivering day in day out there needs to be a short, clearer message going out to everybody so there is a common and shared understanding. I don't think, certainly across our school, and from speaking to other people that currently there is a real shared understanding of what the literacy and numeracy framework means and how it is meant to be implemented. That might be because it is new, and these are some of the teething problems it will have, but I just think that clarity needs to be there.

Int: Do you feel that your department at your school have supported you enough in incorporating the LNF into your lessons?

Part: I suppose it is slightly different in that I am lucky in working at both Cardiff Met and the school. I've had the opportunity to learn a lot about the LNF through my job at university so I put together a literacy and numeracy framework presentation for the PE department and actually delivered that as an inset prior to Christmas, and we're focusing on literacy for the next year and how we're going to embed literacy within PE. So I have probably been at an advantage because I've been at the cutting edge of research at university so perhaps knew about this a bit earlier and was able to send a clear message to our department.

Int: You mentioned a few issues with the framework itself. Can you explain how you could overcome those issues?

Part: I think there has got to be a clearer message throughout the school, so I think the key drivers within the school have to do that and I suppose what I'm saying is that within my school at the moment is it's not really being driven by the senior management team. I suppose in every school there needs to be clear instruction from the senior management team of the vision they see with that literacy and numeracy framework, and that should then be put out for us in the departments to look at, review, and try and implement and to come back with any issues. However, as it works within this school, probably because of my attachment to Cardiff Met it's almost like a bottom up approach where I'm bringing that stuff back in and we are utilising it initially within the PE department, although I have shared it with the senior management team to see if they want to use it throughout the school.

Int: Moving on to the literacy Talking Toolkit. I understand you were at the workshop day, can you tell me a bit about the day and how it went?

Part: A really informative day. (NAME), who has a long history of association in bringing quality into physical education, delivered the presentation and again it added that clarity that I think we need. It is not about getting kids to read, write and talk in PE lessons rather than be physically active, but it's about thinking of ways to marry the two and have lessons where students are physically active and doing what they should be doing in physical education, but flagging up and seeing the key areas where you can embed literacy as part of that, and not replace PE with literacy.

Int: Did you find the information pack you given as part of the Toolkit beneficial?

Part: I was a bit overwhelmed at first if I am honest because there are five sections with a wealth of information within the Talking Toolkit. I think the day was so jam-packed in terms of the information they gave across that at first I suppose my initial feeling was that of, wow, how am I going to implement all of that in? I think as a reflection, a lot of it you already do, but it is about flagging it up in your planning and being sure that you are doing it in the right ways. The approach that we've taken in our school is to take a section of the Talking Toolkit and make it a focus for the half-term and think about ways that we can use that particular section of the Toolkit and examples in practice of how it is being used lessons, as a department share those ideas and just try to imbed that as part of our practice. So, we are really looking at an eighteen month process where each one of the five sections will be taken in turn and what we are finding is that a lot of the things we do naturally anyway, which is good, but now we are flagging those up and it is becoming part of our planning, but then we are also improving the aspects that we need to put in place.

Int: Do you feel that the delivery of the workshop itself might be better if done that way, where it is split into different sections, or do you feel that the way it was done was effective?

Part: I think that is an interesting question, an interesting reflection. In an ideal world it would be great to maybe split it up and have more time and maybe discuss it. I think that would only work though if . . . you would need an introductory session and it might be better maybe delivered over the course of five two-hour sessions where you had an introductory session, looked at section one, then as a group of teachers went out and looked at that section in practice, then came back and reflecting on that, then came to section two. That might be a more positive way of delivering it, but how practical is that in terms of getting staff off for five sets of two hours rather than one day? I think there might be better ways to do it but it's how practical that would be in a teaching sense.

Int: Okay, did you feel as though the workshop heightened your understanding of literacy?

Part: Oh without doubt. It's an area that perhaps . . . I may be generalising here, but maybe many PE teachers are not necessarily hugely confident at it because they have come from a very practical and applied background. Clarifying our

understanding of particularly . . . Obviously I'm taking literacy here as that was the focus of our workshop . . . Clarifying our understanding of that has been great. One of the teachers in our department has actually done a research project with students based around the literacy framework where while we didn't understand it, actually put it onto the kids to see how well they understood the term literacy, did they know what the literacy and numeracy framework was, how could they improve it and did nice research within the school. That was really effective in not just clarifying the teachers understandings but actually starting to make the pupils understand it and I think that is really important. If you want the kids to understand why you are doing something you tell them why.

Int: What effect do you think the Toolkit has had in your lessons, So on your own learning, the pupils learning; has it influenced their attitude and attendance levels?

Part: I can't say it has had a direct impact on attendance levels. I certainly think as my understanding of physical education has developed over the last sort of two or three years, I think it has really fed into maybe . . . You come from a background like we talked about, about a PE teacher being practical and applied, and you think a lot of PE is based around what students can do physically; their fundamental movement skills. I think what this allows is for PE to become accessible to everybody because you know, if you take the theme physical literacy, which is looking at fundamental movement skills and motivation, confidence; those type of areas. Well, while I might not be hitting fundamental movement skills while I'm looking at literacy and doing those sorts of things, I'm possibly looking to increase motivation and confidence through the way you frame those discussions, those group opportunities to work, so I think it has certainly had a positive effect in that way.

Int: Can you give a few examples of the resources you use in your lessons to, like you say, challenge learners of all abilities?

Part: Some examples that we've used are making use of the high quality PE outcomes; there are ten high quality PE outcomes, commitment and all those. So we've made posters with those on and we've made them specific to the pupils that are in our school, so the focus is that we've used pupils within our school. They are used quite often as starter activities and summary activities where we talk about what aspects

of high quality PE we have used that day, and we get the students to discuss those which engages them in some feedback, so those are some of the things that we've done. Other aspects would be, we have had a real focus on roles within lessons, so we've worked on sport education models for a term, and within that it was the different roles they took on and how those worked together, the discussion of those roles, the formation of those groups and that led to cross-curricular links with ICT and the art and DT department, where there were certain things that crossed over between lectures which again facilitated a number of different aspects of literacy. We have also tried to imbed a bit more ICT into the way that we work, so there is a lot of video of students, and then peer sharing and peer reviewing of the quality of the movements in gymnastics or videoing a clip with a tactical scenario, and getting the group or team to review those aspects, so lots happening.

Int: How have you adapted for different stages? For example is its implementation different for GCSE PE?

Part: Again I think that is a really important reflection. It is great to have these tools but again it only becomes relevant to the students if it's the stage they are at. We call it stage, not age. So it's the stage the student is at, not necessarily their age. So you might have ten fourteen year olds, but they are all at different stages of their learning and their literacy, so it's trying to be individualistic in that way. For instance what I am talking about there; I might have done a lot of work with the posters and the ipad work with some of the younger students. The sport education stuff has worked with some of the older students who are able to use more skills that they have learnt to access those opportunities. But I suppose it is also to do with the questioning approach, and the levels of questioning that you use. So with the high quality PE posters, maybe my difference in stage there would be the level of questioning that we're using and that the pupils are using, rather than the different resource. We might use the same resource, but it is the questioning and feedback approaches that are different.

Int: How have you incorporated speaking and listening into your lessons? In both theory and practical elements?

Part: I think it is something that again is easily lending itself to PE, because you can do a lot of group work, you can do a lot of   discussions   which   give   them   the

opportunity. We have incorporated now where each one of the students at GCSE and A Level devises and develops their own lesson in groups. So they will take an hour of the syllabus, they will go and research and then deliver, which gives them an opportunity to look at that in depth, and it will also help them with their presentation and their oracy skills. We get the students to review their practice so we are not just reviewing the content, we are reviewing the delivery. So we are looking at lots of the elements of literacy there. We have also just . . . Particularly with the writing aspect . . . On a half-termly basis, we get them within the PE department just to do a written piece of work around an aspect; it could be a role model within PE, it could be activity that they like. It's not marked, but they come in and they peer share it and they discuss in groups why they wrote it, what did they enjoy about it, and the get given a couple of minutes at the start of the lesson or at the end of a lesson, which is trying to reinforce it. We do that away from the lesson because ultimately in my PE lesson I don't want them to be writing, I want them to be active, if that makes sense.

Int: Yes. You mentioned there the feedback that you give to pupils. Do you think that feedback has made an impact on their ability in terms of literacy?

Part: I think that A, they have got more opportunities, so therefore by them having more opportunities. B, I don't think it is just my feedback. I think they get as much out of peer feedback and talking about these things as a group. What is difficult is that I cannot measure that. The research project that my colleague did had looked at measuring it with open ended questionnaires. Within his GCSE class he has definitely seen an increase, and his results have shown that. What we don't have is anything measureable. My perceptions would be there has been a huge improvement in the levels of literacy across the school, but I would not be able to quantify that.

Int: Okay. How do you recognise and reward achievement in literacy when you see it?

Part: I think a big focus is to try and internalise that for the pupil. I'm very aware that if we are constantly externally rewarding and praising students it can have a negative impact on others. So one of the big messages we talk about as a department is; we don't want to make this visual and comparable. It is quite individual and so what we

want to do is when we get opportunities...it might be something as simple as walking down the corridor, seeing somebody from a lesson who has done something...pull them to one side, have a word with them and let them know how pleased you were with that piece of work, the quality of what they said or what they did in terms of their link to literacy...you know that becomes important...and that is not just literacy mind, we do that across the board. But it is about trying to create those individual moments where you can grab students, because yeah you want to share good practice and you want to showcase that, but if I really want to get somebody motivated about it I have got to try and get them to internalise that to want to do it again. My big worry about rewarding externally and making a big thing about praise is; whilst I'm praising this person, how is it making everybody else feel?

Int:	Yeah that is interesting. Do you feel the pupils learn better when they are actively engaged or in a classroom setting?

Part:	Without a shadow of a doubt...I've seen classroom settings where staff have used activities which get students up on their feet for a couple a couple of minutes and get them moving around the class, and then they are back sat down...but yeah okay, it does take a bit more management and you have got to have the confidence to do that, and still keep a level of control on the lesson. But I certainly know that if you can deliver that in the right way it can have an impact. PE naturally lends itself to being active, but I think there is a way of doing it in a lesson. I am not saying every lesson needs to get up and run around the classroom, but when and where appropriate I think you can use those things. I certainly think by being active you can create good learning and positive motivational climates.

Int:	So have you noticed any gender differences? Obviously the traditional views are that girls are more academic and boys are more active. Have you noticed anything that agrees with that?

Part:	I be loathe to say...you know my perception would be that girls naturally...again this is a terrible generalisation, but a perception would be that the girls are much more comfortable in that environment of talking and sharing. The boys want to be more physically active. But then I think it comes back to...again that is where the quality of the PE teaching is vital in that in a physical education lesson the boys and girls

should be active. It is about embedding literacy so that it becomes throughout the lesson and it is constantly being focused on, it is not talking away from the activeness of the lesson. So if I was looking at the PE lesson of one of my colleagues the first thing I would be looking for is; well, have we got them moving? Have we got them engaged? Then it would be about how we underpin literacy, so I would try and get away from those gender stereotypes, but I would have a perception that girls are far more confident to have those conversations, whereas boys would ideally just prefer to be active. Not all, but some.

Int: Do you group learners appropriately for different tasks?

Part: Do I group learners? I try to mix it up as much as possible, so there are times where I will set ability groups and try to get ability groups working together. I sometimes try to get mixed ability groups working together. Sometimes I will get gender groups working together, sometimes I try and get peer groups working together, friendship groups working together. I think there are advantages and disadvantages to all of them. I think it is trying to pick the appropriate grouping for the activity you are delivering.

Int: What would you say are the advantages of grouping students?

Part: I would say when you set groups you get students of similar abilities, and you get them to challenge each other from a perspective of increasing maybe the actual skills and productiveness of what they are doing, the task for maybe physical attributes. But then I could mix abilities which get high ability learners maybe helping lower ability learners, trying to engage them and get them motivated. So I think it offers the opportunity for different skills. I think that sometimes working in friendship groups can make people more engaged, they feel much more comfortable. When you feel comfortable you are more likely to engage in things. Sometimes I might randomise it, because...I think it has got to be specific to the outcome of the lesson.

Int: How effective are the developed strategies deployed across the department? So are they being utilised across the department?

Part: Well, I think what has really significantly helped that is; this inset we are delivering to the department, so the same message has gone out to the five members of the

PE department. So we are consistent in our approach. So I think that has really worked well, and I think the fact that we are looking section by section has really helped because it means we are looking at it, we are coming up with examples, we are discussing it and when we get chance...even it is not formalised meetings I will grab someone for a conversation. So I think that focus has allowed a consistent message, and what would make it even more beneficial would be if that went across the school.

Int: So you have regular meetings and discuss it on a regular basis?

Part: So the PE department...the way we have structured this is, we are meeting every half-term and we will discuss our progress with each section. But we would also hope that throughout the course of the week we might get the opportunity for important conversations as we go through it.

Int: How effective has the project manager been in monitoring the progress that has been made?

Part: By that do you mean the PESS co-ordinator?

Int: Yes sorry the PESS co-ordinator.

Part: That's an interesting one for us because we as private school we don't really come under the PESS consortium, so...I can't really comment on that....I suppose my only comment would be we don't have great links with our PESS consortium. Perhaps that is a reflection on both parties so maybe that is something we should look to....just because we are a private school, we tap into it, but one of the difficulties associated with that PESS is a government run strategy to support state schools. So how happy PESS would be in taking their time away from what they need to be doing towards helping us...there is a cross barrier that would need to be broken down.

Int: You mentioned earlier about links with other subjects and other departments. Looking into the future, do you think that they Talking Toolkit can be disseminated into other subjects?

Part: I took it to our literacy co-ordinator who said there is nothing like this happening across the school. So he felt that we would be forward thinking and set the lead in

what we are doing. So for me the messages I'm getting is; this is something that should be embedded across the school and really it should be for the literacy co-ordinator, whoever that person is, to drive that in every subject. So, can the Talking Toolkit work? I would think so, yes.

Int: So you feel it can be incorporated across subjects?

Part: Yes.

Int: Okay. Just looking into the future, how do you think you can develop your lessons to ensure literacy development continues?

Part: I think that we will do is we will carry on with the plan that we have got, and which we feel is working well in taking it section by section. I think it is a matter of constantly reviewing and reflecting on your practice and I think regardless of literacy or whatever aspect of teaching you're looking at, the ability and the time that you need to make sure that you can review and reflect on your practice. Now at the moment we are in a literacy focused time where we a looking at it, but I think it is having those regular meetings, it is having those regular lesson observations just to make sure that the things we have already discussed are continuing whilst we drip feed the rest of the Talking Toolkit into our practice.

Int: Thanks for answering those questions. Are there any issues you would like to raise that you feel as though you have not discussed which you should have done?

Part: I suppose just maybe as a reflection on that; all of these things are subject to teachers having the time and opportunities to be able to develop these things properly. A lot of these frameworks, a lot of these things come out, but I think teachers on the ground feel that maybe they don't have the time to invest to implement all of these. Because if it's not the literacy and numeracy framework, it will be some other policy or something else and I think forward thinking would be to...if we could get funding...would be to have more teachers, which would allow more planning time and would allow some of these things to be embedded properly. Whereas I think sometimes it can be quite rushed and hap hazard.

Int: Okay thanks, just to finalise, is there any feedback you would like to give on the interview, did you feel as though I led the questions in any way?

Part: No, I enjoyed the questions. I suppose maybe at times you could probe me a little bit more on some of my answers and some of my responses. But overall the questions were good and well informed.

Int: Okay thanks very much.

Transcript 1 (Participant 2)

Int: To start with, can you describe your role as a PESS co-ordinator?

Part: So there' loads of different aspects to it. First of all, it's going into schools and finding out what their needs and demands are. So for example it could be I go into an individual school and they might want me to observe one of their lessons, and then as a critical friend give them areas of development and areas of success in what they are doing. It could be with a secondary and going in with their clusters, and looking at consistency within their clusters. Different aspects are; I quality assure the swimming projects and I go and help observe their lessons to try and write up and share good practice amongst the cluster of that. It is setting up projects and assistance to set them up, so say if they need any assistance in writing their project up or the line of enquiry, or if they just need some ideas of where there is good practice. Putting on courses, but also meeting with clusters to see what their needs are and sometimes putting on sport and PE cluster meetings and courses on for those, so loads of different aspects.

Int: Yeah, plenty there. Because of the literacy and numeracy framework being implemented back in September, has your role had to change at all? Have you taken on more responsibilities?

Part: Well, loads of the lines of enquiries have had to go down the literacy and numeracy framework. For example a line of enquiry for one of my projects was; improving literacy through the use of ICT. That directly came from the national priorities, which is literacy. We're currently looking at with the numeracy adviser to do a numeracy one. So it is important that there are different strands of it, but even then loads of our projects are done; curriculum mapping – there is a strong emphasis on the literacy and numeracy that comes from that. Also, the courses that we have run this year and last year; the Talking Toolkit, which is a literacy one, and numeracy has just been brought out for this year which is numeracy of key stage two. Numeracy only became statuary this September...2013, so literacy apart...well this is its

second year really of being statuary and numeracy is in its first year. We have probably done a lot more with the literacy than the numeracy, but there are networks, and we have got another network that has just been done in…I think it's Pembrokeshire, on numeracy. So that has been interesting, and it's been quite useful what has come out of that project.

Int: What are your thoughts on the LNF? Have you had a chance to read through it in detail?

Part: Yeah, I think that…I think PE is very lucky and fortunate in that we do a lot of it in our PE lessons naturally. It's more of a case of signposting it and maybe looking at it…it's quite important that they have gone in year groups, so year seven and year eight and that. So, mainly signposting and telling them when you do what, but for me personally I think that it should be part of the lesson but it should smoothly go into the lesson and not…

Int: So it should not be the main focus?

Part: Yes, so for example do it within the lesson but I don't think that any point there should be…I observed a lesson the other day where there was fifteen minutes of them siting there doing something related to numeracy, and showing them how to do it. She was really enthusiastic and exited and she asked what do you think of it? I was like…well I thought the positives of this were…but then I said, do you think in a practical physical education lesson it is appropriate for fifteen minutes to just be sitting their learning? Would it not be better if you linked in with the curriculum and with other subjects and give them that information? For example with fitness testing, give it to the ICT department to do graphs or the science department. I've found it is really important that you can get the data; you can use it in PE lessons, but I think it…for me when I'm doing it is to take it away, then you can do homework linked to it. I've got links with ICT in my school, linking with science within my school, or maths as well. So with the literacy with mine…the point, evidence explain…that was really good with integrating literacy through the use of ICT, that was one of the things, and they used coaches eye, and they analysed their performance and they pointed out…and then they went away and they could record that and they did it for homework as well as in the lessons. Now that added to their oracy; there are speaking frames linked in with that vocabulary. So they are doing all that. It's

improving and developing their oracy and vocabulary which I think is important, but it's mixed in with the physical…it's not a stand-alone. They're not just sitting there for ten or fifteen minutes doing their evaluation. It is almost added on…it is part of the lesson, it is embedded in the lesson, and it's not a stand-alone. I think that is important.

Int: In your role have you helped give support to schools in implementing the LNF? You mentioned there you have given feedback and observed? In what sort of ways have you helped it to be implemented?

Part: So, for example…teachers have come to my school to have a look at what I was doing with the ipads, so they observed the lesson and they observed the lesson in what they did, using coaches eye, using the ipad, using the vocabulary, different parts from the Talking Toolkit and different words. We also did speaking frames. I've also got an evaluative…linking in with the assessment for learning….an evaluative that (NAME) did. We've changed it slightly and adapted to fit our school and the pupils fill that in at the end of every activity they do; half-term or termly depending on what they are. So I have shared that with different schools. I have also linked schools that are struggling with literacy with schools that aren't for them to observe. Still I think…like I said, literacy is a lot more embedded in schools than numeracy, at the moment, and I think there is a lot of confusion in what they mean by numeracy, at the moment. As in some have interpreted it in different ways to others and actually schools have interpreted the framework in different ways to others. Whereas now the numeracy advisors have coded them up and are sharing them amongst different local authorities just to try and get a more consistent approach which it should, now. It has kind of been a backwards step. That should have been in place back in September, so a few schools have been a bit different.

Int: Okay. You mentioned an issue there with regards to the LNF. Have you had to face any issues after it become a statuary requirement?

Part: I think…not so much in PE with the literacy, because I think within my department and within loads of schools they were already doing different parts. I think…almost…some schools are trying to do too much within a lesson. It goes much better with theory lessons as well, so say you have got GCSE classes, then it fitted in that way. Mainly, I think when it was trailed schools tried to do it too much

within the lesson and I still think that is an issue, and especially now more of an issue when they have got the numeracy to contend with too. When you think they have got to do the literacy and numeracy, and the ICT within it, and then the practical all in one lesson. So I think that there is still a bit of confusion around it and how much you need to put into each lesson. So if you are being observed for example by SLT, senior leadership team, they want to see numeracy, they want to see literacy and they want to see ICT, and the physical. Personally I think it is very difficult to add all those four into one lesson, but I think the argument has come and I think it has been addressed now…the common strand is that I don't think you have to, but when you are being observed it still is a requirement. They have got a tick box, and you are doing it…I don't agree with that. I agree that different lessons adapt to using more numeracies. For example fitness lessons which are really easy to do. Most lessons, literacy is easy to put in, but to put it all into one…I think we are losing slightly sometimes. It is a practical lesson and obesity within the country is only going up, so I think that…it does allow…a positive is that it allows children that are not as practically minded…or not so ability wise, practical…it gives them an area, it gives them a way to excel in PE. So for example with your evaluation, your coaching etcetera. That allows them to gain higher levels which maybe practically they might be a level four, but coaching etcetera and in other elements they are level five and therefore they are averaging level five problem solving etcetera.

Int: Moving on to the Talking Toolkit. Did you go to the workshop day?

Part: Yes

Int: What did you think of the day overall?

Part: I have been twice now. I went once with (NAME) and then as part of my method work with (NAME) because a few of them within our network had not been on it and since my project is literacy…it's an important tool I think…a toolkit to go with anything. I thought it was really good. I think the vocabulary that is used and the Toolkit that you get to go away with…I have adapted it by creating different key rings that the pupils have. There are spilt into colours. So I have adapted different aspects but the majority of work is done for you and I think…and it was done with a literacy advisor, so you know that quality of the work has been checked as well by someone who is employed in that field. So when (NAME) did it with a literacy

advisor I checked, so that is important. The senior leadership team observed myself and another colleague in a part of a numeracy lesson and they said it was an excellent lesson and they highlighted it, and showed different parts of it to the rest of the school in an inset. They have adapted different parts for their own subjects, so it has been used widely. Also they was one topic, I think in key stage two…I think at the liberty stadium about two months ago that (NAME) took, and there was a literacy advisor on there for primary, and she was very impressed by her and the quality of the resource and the schools utilising it.

Int: You mentioned the information you got as part of the Toolkit. Did you find that beneficial? Was it enough information or was it too much?

Part: I think…for me…it was…what I will say is that it was one course. What I would have really liked is if there was mentoring attached to it. So I think you would have had the opportunity then to implement it into a school and then maybe a mentoring session three weeks later, or two weeks, whatever. I think that would have been really useful. I think I fed back what I was doing to (NAME), and she does give that opportunity, and I kept in close contact. However I think if you are a proactive teacher you will go and do it. If you are not I think that a few teachers…it was brilliant…but because there was no follow up to it, they didn't use it as much or as well as they possibly could have.

Int: So you think there is perhaps need for an extra session to make sure you are going along the right track?

Part: Yeah definitely, and I think that would also be an extra session to have a look at best practice because you could say for one school…I know that it happens a lot more…I think once she did it in Merthyr…or Maesteg…somewhere up there. They had it checked and had mentoring after it, so for me I completely believe that there should be mentoring attached to every course. But I definitely thought that it was a lot to take in. For me maybe I think, maybe two days as well. So maybe have half the day and then have the second half to think of ideas and brainstorm why you could use it, then maybe a month later have the other half of it and bring back what you have done.

Int: Okay that's interesting because I interviewed a PE teacher last week who suggested a similar thing, to sort of spread it over the course of say four or five

session. Can you see any issues with that? Perhaps in terms of the time teachers get to be able to do that?

Part: I think at the moment it wouldn't be an issue because PESS has got funding and PESS pays the 150 pounds. I think when PESS funding has ended at the end of July, I think then it would be an issue because schools would then have to pay for the supply cover. However for me if I was investing time in that I would probably…if it could be, one day and then have three twilight sessions, then I would invest my own time in going to those twilight sessions because I think they are really worthwhile. It would interesting if funding was not an issue….for example if there is some additional funding that comes from the government to support Wales that was still up in the air; I think that would definitely be a much better way to do it. I think that literacy and numeracy is so key in the national priorities, I think that having that extra time invested in those is really important. I don't think that in some of the courses you go on you have the scheme work or you have the resources…and that's fine for a day course. Whereas this is so new to everyone and I think it would be better to have four to five. That would be perfectly spread out. You could have one each half-term which would be ideal as a six week block, and then it allows the sharing of good practice as well and just to monitor it.

Int: To review as you go through?

Part: Yeah people reflecting and reviewing and then people bring what they have done and they can share it on memory sticks. Whoever the tutor is who is delivering on it, they can just keep giving them feedback and more information rather than an overload of information. Sometimes I think there was too much there…there is so much brilliant material…if you were just given it drip fed in one handful…right now go and do this first. I do agree with the point that there is so much that sometimes you either try to do too much and then focus on everything watered down, which isn't good. Unless you think, right I'm going to pick this. So for me I would have had one bit and then reflect, then the next bit…yeah I think that would have been a much better to do it. But I think it might have been down to finances etcetera. But I think it is better to invest the time and money into something if you want done.

Int: If you want it to be effective and quality?

Part: Yeah that's what I think. You could call it different modules too, so therefore like module one of it, module two…so they aren't paying for different…the school doesn't think they are paying for the same thing five times, its different parts to it.

Int: Do you feel as though having been on the Toolkit, there would be a need for maybe more workshops to do with literacy in the future?

Part: Yes.

Int: So maybe to just enhance your understanding of the Toolkit, where you can break it down into smaller sections?

Part: Yeah. For me…a checking system as well is that what you are doing to further develop it…are you going down the right line? I still think that because it is in its early stages that you can misinterpret what the literacy and numeracy framework is asking you to do. Because its different year groups I think guidance is a key thing and for me I think yeah that would be an improvement.

Int: Moving on then. From your observations of lessons you've observed in schools, what effect do you think the Toolkit has had?

Part: I think it has had a really positive effect. I've observed both primary and secondary and the vocabulary the pupils are using, and by using the Toolkit it has allowed differentiation. So for the less able pupils there is more there to read off, and the more able, it stretches them as well.

Int: Have you noticed a difference in attitude in that respect?

Part: I've noticed a difference in their oracy, their speaking and the terminology they use, the vocabulary they are using is much more advanced…I remember thinking once that the children had been prepped, but they hadn't, so that was encouraging. What they were using…the vocabulary they were using was much more advanced, and that was in a primary. There are a few schools where it has developed quite significantly, but I think most schools are still at the early stages of it. So it is having an impact, but more so in oracy rather than in the evaluative, written…I think that most of them really starting implementing it at the end of the summer and early September, but I think oracy vocabulary has increased. I think their written…so evaluating their performance, which should be as part of a lesson or after…I don't

think that has been fully developed or embedding within PE and so I think that is something that could be worked upon.

Int: From your observations, can you describe some of the strategies teachers have used that have been taken from the Toolkit?

Part: Some of them have used the…in the gym they have…what are they called? Like hangers with the vocabulary on, so they have used that. Others have used the different key rings. They have done their oracy speaking frames, so they've got a booklet of speaking frames. They have got cards with them for each of the different activities. They have got loads of diagrams on the boards as well, so those are the main ones; and they have got evaluative booklets with…they have got to fill the gaps in, depending on the level. So they are the main things.

Int: Did they appear to be effective from what you have seen?

Part: Yeah I think….they are definitely effective, especially with the visual learners, and again for the less able and the more able and talented, and to increase their vocabulary I think it definitely has improved that evaluative part…the coaching part where they look at performance and they analyse it; I think it has definitely improved that. I think it has put the status of PE higher as well, not only within the pupils; they don't just see it as a practical subject, but also through observations of the members of staff and SLT, they say; hang on, this fits in with the literacy agenda and framework and they evaluate more. A school in Llanfyllin in Powys; they have been given an extra hour on a timetable just to do literacy through PE. But it's not literacy as in practical, it's literacy as in fitness testing, pupil profiles that they have done, and that is really good. I have seen pupil profiles both in primary and secondary. So they have got profiles of their best activities, analysing performance and from year seven onwards…they have been doing it for two years so year seven and year eight.

Int: Is this individual profiles for each pupil?

Part: Yeah, and the pupil develops that. That seems to be positive. That is the status within that school; they've been given an extra hour. I think that is fine, I haven't got a problem with that in that it is not physical, but for me that hour is enthusing pupils

about PE and showing how it is cross-curricular. But I think it is positive that there is PE specialists taking it so the big emphasis is on PE.

Int: So would you encourage that across other schools as well?

Part: Yeah I would as long it is not instead of a PE lesson. I think it is important because it's improving then what they are doing within their physical, because their understanding is better, and therefore if you understand something the majority of the time you can perform it much better. The profiles are really good, not only for themselves but for the teacher that is assessing them. Also for parents as they can have a look at them. Also for the transition; the primary are now doing it and so they can transfer their profiles to secondary, which is really good because they have got a good idea then on what is happening with the primary to the secondary for when they start their evaluative skills, which makes it much easier; and much more honest pupils, so the standard which is coming up is probably more reflective than maybe what primary would assess it, as the pressure is on them.

Int: Have you observed much speaking and listening development within lessons? So the sorts of strategies that have been used to develop speaking and listening?

Part: In speaking and listening they have done…which I thought was quite good, a pro-forma – a template on how you should listen, so like the rules of listening; you shouldn't talk, you should make eye contact and it's funny how…to me they are simple, but actually for some pupils they don't know how to listen, and therefore this is really important. In one lesson in year seven I went to observe they identified they didn't have these skills. They talked about how to do it, and that's really good; and then they had them on the board and the teachers said their listening skills improved massively. Speaking – I think confidence is a massive thing in speaking. What I like about PE is that people's confidence in speaking has improved dramatically though the evaluative skills, so evaluating performance, speaking about it and giving them feedback. We have discussions with our pupils all the time about….these skills that you are doing in PE; speaking skills, are really important to develop because say you become a solicitor or a lawyer and you had to stand in front of people and argue your case, then these are the same speaking skills that you use in this context as that context. Sometimes when you show pupils that it is not just PE, but what you developing here are the skills you can use throughout life.

Then they think of it with more importance and they are willing to do them more. With the speaking, again explaining to pupils that when you are speaking; the tone of your voice, the vocabulary you use, using those different key cards and what words they use. For example, strategies like two stars and a wish at primary. Other examples I have seen in schools are...two Cheryl Cole's and one Simon Cowell was one of them, and then for more advanced...a comment like that is to enthuse...more commonly it is just two strengths and one area for development. We have changed it to two strengths 'and' an area of development, not; these two positives are...but we need to improve...we changed the but to an and, because as soon as you say 'but' to someone they think 'ah I've only got to concentrate on that' so changing it to an 'and' is not so negative. We've got an area for development, not a weakness. So changing that terminology is making pupils think 'right this isn't a weakness, it's something I need to develop. But it is just changing that mind set, which seems to have worked better, and the pupils are identifying that, not just the teachers. So the pupils are doing their own self-assessment, peers are doing their assessment of it, and then you have the teacher's assessment.

Int: You discussed feedback there. Are there any other feedback strategies you have seen implemented in lessons by teachers? So for example, collaborative work between pupils, talking and discussions, anything like that?

Part: I would say that the majority of schools now are doing peer assessment and peer discussions and I think they are working really well, and I think they are working much better where the Talking Toolkit has been implemented. I find that where a teacher has not been on that or where these strategies have not been implemented, the vocabulary is a lot more basic. Where the strategies such as two stars and a wish or two strengths and an area of development...where they aren't in place and the pupils are just allowed to peer assess and discuss, they do not focus on the points and they do not explain what you can do. I've observed schools before they went on it and then six weeks after and there is an improvement in the pupils. So they can do it in pairs, then in pairs watching another pair, and then evaluate their performance. They also do their own self-evaluation, so there are quite a few different strategies there.

Int: Are there any other forms of feedback you would use?

Part: As in written feedback?

Int: Yeah, or developing all types of literacy. So with peer reviewing, or there any sort of written strategies?

Part: So, yeah the pupils have...so they can write that down so at the end of each activity they do an evaluative...so they write it down then. The two areas of strengths are written down which is improving their written vocabulary; and then area for development is. That is important because they do that from one lesson to the next in some schools so they know where there are when they come back in for the next lesson. Because obviously it might be a week, it might be a couple of days between and therefore if they write it down it is improving their written literacy as well. So that is one way, where they evaluate and the end of each half-term. They also have to do a written one where they have to go away and evaluate someone's performance, write about it, then give it to them next lesson. So that is an evaluative thing that they do with their written work. The profiles as well are how they do their written analysis and that improves part of their literacy because they do their profile, their strengths, or their favourite activities, who their favourite famous person is, what things they need to further develop and how they are going to do it. In our school, every two weeks they have a different focus, so it might be capitals as a focus or full stops; so whatever homework you have to take away, when you are marking it to do with literacy, you are focusing on the spelling always, but on that part, whether it is the capitals or the full stops you focus on, ensuring everyone has done it. So it is drumming it in across the curriculum.

Int: What sort of strategies have you adopted to make sure the Toolkit is effectively embedded across the department?

Part: Within my department I ensured that two out of the four of us went on it, and then after that we had toolbox on a Monday, so within that hour we fed back; myself and the other person who were on the course. Then after that, three weeks later the two of them came and observed (NAME) implementing it. Then after that at the end of the term me and Steve observed them as a critical friend to see the areas that they were doing well and the areas they could develop. We did find that...obviously me and (NAME) started it straight away...even though in the hour toolbox we fed back, we found that we implemented it much quicker, and me and Steve were consistent

whereas the two others in the department were less consistent. It took quite a while for them to get on board with it. That is why after three weeks we had them observe us doing it. I think, even more so for them, it was too much. So I think coming back to it being given in small chunks, feeding it back and making a system would be so much easier, than doing what we did. We gave it our all that we had within an hour...we bombarded them, completely. Then in three weeks of them observing they took a little bit from us and then implemented it...it was a drip feed process which was a much longer process, but drip feeding it seemed to be much more successful. It was not successful when we just gave it all to them; they didn't understand it as well and we didn't feedback clearly enough obviously. But we only had an hour having been on a full day course. So I think it's very difficult...and what we found though is the way that for us is most consistent when we just pick different parts of it and as a whole department, did that together. When me and Steve first started, we went a million miles ahead and steamrolled...we moving whilst they were still. I think that is the same with a lot of departments in that nowadays there is not a lot of time to feedback, so we have a meeting every Monday, but one week it might be with the IT department, the next week with the whole school, the third week pastoral. So I might only see my department once every four weeks.

Int: So is the information shared amongst other subjects as well?

Part: No just within us. We asked then to do that as an inset for the whole school. That was still only an hour and a half we had. The English department took a lot from it, as did technology, so it has been used in different curriculums in different ways. But I think it is quite difficult to feed back from courses because you have not got the time anymore. You have not even got an inset day; as a department you are given what you need to do with an agenda. So I think when it is too much to feed back I think it is more important it is done in smaller chunks.

Int: So you think that is the solution? To have it in smaller chunks?

Part: Yeah. Therefore it comes back to the importance of having it initially in smaller chunks. It is a hard one, because who do you put on the course? Do you put the two most proactive teachers? Which I did. But then the other two are not getting it first hand from the expert. So it is a difficult one, but I do think it would become

more consistent if there was a smaller load of information which we could feed back. I think that is the best idea.

Int: What sort of support has been given to help adapt to different age groups? So for example, it will obviously differ from year seven to year twelve and thirteen. Has any support been given in that respect?

Part: Not…I think it's been used like I said…so for my year seven they've got the Simon Cowell and then as you go up to say year nine, the terminology has changed. I think the amount of work…so homework becomes more as they go through the year groups, and for example year seven is very much; posters and sentences, whereas when you come into year nine, ten and eleven it's much more essay, descriptive…that type, and evaluative more. I think you adapt it as you see fit but I don't think there are loads of examples out there on how it has been done.

Int: Do you think that is something that can be put in place?

Part: Yeah definitely

Int: Okay that's interesting. Do you think pupils learn better when they are actively engaged or when in a classroom setting?

Part: Actively engaged.

Int: Reasons for that?

Part: I think…you just don't get bored. You are constantly…if I speak to you know and we sit here for an hour…it all depends on…you can be actively engaged in a classroom too, through activities. But I think the best mixture is the other one, personally. I think when looking at my pupils in front of me, they prefer being physically active than being in the classroom. Especially as soon as you come to GCSE and A Level, because from year seven to year nine they have only been practically active, from ten and eleven they have got three lessons in a classroom and two in practical, and then when it comes to sixth form they have got no practical…other than how you practically change things in the classroom. They will say that they miss that.

Int: How about gender differences? Have you seen any differences? I know it is horrible to generalise.

Part: I'd say girls enjoy the evaluative…they are much better at descriptive; describing it and writing it down. Confidence wise boys are better at speaking. It takes a lot longer to change the vocabulary of boys though, than girls. Girls in my view tend to pick up the sentence structures, and they'll go with them. Boys get bored quite quickly. So they just want to say it, do it. So there's that.

Int: Have you observed boys reacting better to being physically active in lessons?

Part: Yes. Oh my God yeah. Boys are much more physically active in lessons than girls. But saying that, boys will try a lot more than girls. The boys aren't scared of trying something and looking stupid or hurting themselves. Girls are a lot wearier when it comes to it. You have got to be really careful…boys like competition…on the whole now; generalise. Girls…the majority of them do not like competition. Therefore to try and keep your lessons away from being so competitive we teach in a lot of comp schools now boys and girls separate. I agree with that, because like I said they like a more competitive environment; faster pace. Girls like slower consolidation a lot more before they move on. Enjoyment…girls see it as in more lifelong skills. Boys are much more competitive in the activities that they enjoy. I think it is much easier to teach boys than girls, because boys are enthusiastic when they come into your lesson. Girls; you have got to enthuse them. Within our school I was finding that by the time they come up to year seven there were a lot of people disengaged within PE, at one point. Because they did not want the traditional sports…realistically it's because they hadn't been taught the fundamental…they couldn't catch…and therefore were not very good at it, and therefore they completely switched off. So what we did is we had a boy's class, a girl's class, and then a mixed class. Now this class was not mixed ability, it was mixed sexes. But they could choose what activity they did. So they chose which group they went in. Boys had rugby and football. Girls had netball, and they could do football. This mixed group had basketball and volleyball. So a lot of girls, and quite a few boys; the ones that were not so sporty went in this group, and our participation rates increased massively…and their enjoyment increased. It was also because in those lessons we did a lot of skills work with them and therefore their skills went up. They were given different activities…it was still a catching and throwing activity, but they weren't relating it to something they had had the failure in. So it's changing that whole mind-set of it. All it is is teaching them fundamental skills from a young age, and I think so many pupils are becoming disengaged within PE because they cannot hack the sense of

failure. I cannot do it, and therefore they feel ashamed and embarrassed, and therefore they switch off from PE and by the time they come into comp they don't…my biggest success was when we changed that over. We changed that over…four years ago now, and the year ten that just took GCSE BTEC, we had…I think it was 56% of the girls who took it up, a massive amount. These girls are not the most…elite, but they all absolutely enjoyed PE. I think for me when I first started teaching, because I come from a sporting background, it was changing my mind-set of…the emphasis should not all be competitive and all about winning everything. Actually, the enjoyment is a lot more important than anything else. So that changed my whole teaching and teaching strategy. So it is not about an improvement in their performance, but about making them enjoy every single lesson. But the outcome of that eventually is that their performance does increase because they want to be doing it. So it does get you the same goals, but how you get to that is a lot different.

Int: In terms of rewarding achievement in literacy, have you observed any different strategies? How would you go about rewarding achievement in literacy? Speaking and listening concerned.

Part: Well it is really important at the moment that when you hear someone giving good feedback…for me when I finish the lesson I say to the person; 'do you mind saying that to the rest of the class?' Then they say it so that they have got a good example. If that is an outcome, it is improving evaluation. At the end of the lesson I pick two or three people out and they have a merit system in our school. They get a merit for it. So it is important that the people are identifying it throughout the lesson and then it is rewarded, not just…'tick box, they're doing it'. It is about the best performance, the best evaluative skills, the best person for this, is that. We do it for participation. For each class they have the best for participation that get an award at the end of each term. It is the same for the best class to get most evaluative, so they do it as a class and that type of thing. So there is significance to it when you identify it and share it with the class, and also at the end of each lesson making sure that the merits are given out for that.

Int: In terms of individual praise and reward would you do that in front of the rest of the class, or keep that on an individual basis?

Part: It is difficult. For example, individual and in pairs; I will say it to them. If someone has really done something good and they have been working really hard then I will share it with other people because I think it is important that I am highlighting to the group that I am picking up on good evaluative skills. Also what they do is…so within their groups…they perform in their two and there is another two in the middle looking at them…but they are all in a circle so they can only see the two people that they are observing. Then each of them have to say one positive and one area of development. So I will randomly pick three so that I know they are using the right vocabulary and evaluative material. Then I will also say; 'right, do you think that was a true reflection? What else could be said?' So they are used to the fact that they know they have to do that and praise for it. So they are not ashamed and embarrassed. Because they have got speaking frames as well, if they are struggling they can use them as well. But they are all used to saying it now, so they all have the confidence to speak in front of the class, because it has worked up from just in their pairs, then to the tools, then to the thoughts. It has been built up so that their confident in that setting rather than me say; 'right, stand in front.' Again it is only one or two who are picked because it takes too much time otherwise. People can also then volunteer when you ask; 'do you think someone gave good evaluation?' and they can put their hands up and say 'yes'. They can identify someone within the lesson and give them a merit for it.

Int: Has that come about because of the Toolkit? Has it helped you implement things like that?

Part: Yeah, because it was highlighted in the Toolkit that sometimes we do it as teachers, and we make sure we tick the boxes that pupils evaluate and speak, but we never praise it. Therefore it has got little significance or little reward attached to it, so that completely made me re-think about the whole merit system; giving them merits, and having exemplar evaluative skills to the class. That has changed completely because of the Talking Toolkit. I was highlighting performance and not linking it with literacy, evaluation and speaking.

Int: So now it is easier to make that link?

Part: Yeah, and it is really important. The Talking Toolkit course made me think about all that and letting the children in on the secret, and telling them what I am looking for and telling them what is good. That changed my teaching strategy quite a lot.

Int: So would you say that it is important to inform the pupils what you want to get out of the lesson?

Part: Yeah

Int: So they know exactly what the learning outcomes are?

Part: Yeah. The expectations and outcomes are really important but also from that course; can the pupils do it? So coming back to us and having the write down; so their spelling and grammar…they can say; 'right I'm concentrating in next lesson on this.' So then they are taking the ownership of it, and then assessing whether they are doing their own success criteria; so what is success? It is much easier to differentiate then what I as a pupil believe success is…because it is totally different to the next person. Also that allows me to achieve success within a lesson and putting more ownership onto their experience which seems to have had a positive effect, and that come from this course. What that course was; it wasn't just what they gave us, but loads of different strategies that they spoke to us about. It's not on the resources; it's just the strategies that are really important.

Int: Do you think that the Talking Toolkit can be disseminated into other subjects and become cross-curricular?

Part: Yeah definitely and I think the strategies can be as well. Like I said there are loads of different departments that are looking at them and seeing if they can be adapted to theirs. The head of literacy within our school said this was way advanced to other subjects and he was really complimentary of it. He said we're streets ahead of everyone else so that was positive.

Int: Thanks for answering the questions. Just to finish off, are there any issues you want to bring up? Anything you feel like you haven't said that you wish you had?

Part: Not really. I think the delivery of the courses is really important. I think on this course…people like (NAME) and (NAME) really add to the strength of the course. I think sometimes in some course although content is good but it is not delivered in

an effective way. So I think that it is essential that the quality of delivery is maintained at what it already is, which is a high standard, and people respect the people who are delivering it.

Int: Just to finish, can you give any feedback on the interview? Do you feel as though I led the questions in any way?

Part: No, I think you allowed me to answer and did not direct me ort lead me into any paths so that was good.

Int: Okay brilliant, thanks very much.

Developing young peoples' literacy skills through physical education

Transcript 1 (Participant 3)

Int: To start, I am interested in how you develop literacy within your department, can you tell me a little bit about literacy here in your PE department and your thoughts on literacy?

Part: Literacy is a national framework and as part of the PE department we have to work with the literacy co-ordinator. We have had to identify in our schemes of work not just how literacy is used but how it is used. That then is put into practice in lessons. In lesson planning and in lesson observations we have to identify many key skills, of which literacy is one, and that has be accounted for in lesson observations as well, and that is seen in the department. We discuss it within the department, and we do talk about how we can contribute. We do talk about what we won't do, which can seem quite negative but we try to play the strengths. Our numeracy advisor from county hall always says; don't create it, just enhance it. I feel very much the same about the literacy. If it is there, which the oracy in PE is, at key stage three. Obviously key stage four where you are looking at exam courses, there is much wider opportunity which can be and should be developed there. In the GCSE courses we have specific tasks to help with extended writing, and again we tap into resources within the school like the literacy co-ordinator has provided the frameworks for persuasive writing, so when we are talking to children about how they do their extended answers we cross reference to what they have learnt elsewhere. Obviously there is a literacy focus which comes to us, and that would be referred to. We have a literacy box provided by literacy co-ordinator which has highlighters, advice cards for them and dictionaries, which is an invaluable resource. We also increasingly allow children in a classroom setting to use their mobile phones as dictionaries, which has become a very…they are more keen in a way to look at things like that. So there is planning for it, there is observation of it happening, and that is our main contribution.

Int: What are your thoughts on the literacy and numeracy framework?

Part: It is a bit of a catch twenty-two, but it is nothing new. I have taught for twenty-seven years and I came from a background where I would have expected as a student myself; any adult who was teaching me to correct my written grammar, to correct my spoken grammar and to educate me about language. But within my teaching career I have been told not to correct spellings, that it destroys their love of your subject. When you are told that by a member of SLT, you have to act on it. I think the more we all work together on all areas…we are educators, we are not sports coaches, we are physical educators. So there is that wider brief. PE is so invaluable because it is one of the major kinaesthetic activities, but part and parcel of a game is communication. The evaluative skills of group work and discussion and teamwork and the language used there have always been there. So it is a bit complacent to say we have always done it. We have always done it, but it is more focused, more identifiable and it is more noticeable, and it is more emphasised with the literacy framework.

Int: How have you been supported in implementing that into your lessons?

Part: Well we do have a literacy co-ordinator. When I came back from the Talking Toolkit workshop I showed her the resources and we had a very…it was like oh my gosh that just ties in exactly with where we are supposed to be going. As I say, resources have been provided to us which we do use. But there is an acceptance that you are not going to suddenly see key stage three lessons where children are sitting and writing because children should be running around and doing. But we have had fill in an identification sheet which shows where we use which parts of the literacy framework. Now in key stage three, we did red, green and yellow. So red; it never happened, green; it always happened, and amber; sometimes. All of the oracy skills were green and some of the reading skills…because they do have to read if we are doing reciprocal learning and they have got task cards or coaching points; they have to read those. As I say, because of the coaching partners, that ties into the talking partners that they do in primary school which is all about raising their confidence, their esteem and their oracy skills. So it is applied.

Int: Yeah. How would you ensure that those standards are being met constantly? Do you have regular meetings to discuss it?

Part: No. Now this something that is new, this is something new where not only do we now have to say it is there, but we have to measure the progress, and we are still wondering about that. Up on the wall there you will see the skill audits sheet for info technology, communication, problem solving, numeracy. The literacy one has fallen off the black space. But we are looking to maybe target a few children and see if we can track them through. We are using pupil profiles and we are hoping to increase the use of video footage, and that would enable you to video children working at the start at year seven, and you would then have some way of observing and evidencing any progress you make. But to be truthful, if you hear children not able to do group work or give feedback…and we have got the speaking frames that you have seen to help them…I can't say I would record that child has been given that and the effect of it, because I am busy recorded their physical development. I can see the need and I can see how as the pupil profiles develop, and as the videoing of students develop; what we are doing we will be able to evidence progress without actually having to do everything, because I am sure that the more you do the more progress you make. What we can see in this school, because everybody is now focused on literacy throughout their subjects, you do see children just more willing to accept, and more…there are not surprised if you talk to them about literacy, they are not surprised if you refer to the language they are using…or pointing out; this is a key word, this is a technical term. They are no longer surprised by that.

Int: Are you able to describe those pupil profiles in a bit more detail?

Part: At the moment, we have got in their planners; there is a profile where they can put their levels and their grades. So there is a minimal amount of writing. They will record what teams they are in, the positions of responsibility they have held and what houses they are in. On a skills day…we have about four or five in a year I think…the year eight and the year nine currently have had a skills day where out of five hours they have had four hours where we have got sports coaches in for something different. It might be boxing or dance. Then the one hour; they would come up to the IT room and we would have picked up on the pupil profile that came off the assessment in PE course with Judith. They type in…again this is where we are hoping to develop our use of video…we have got one little video camera. (NAME) is coming up to see me to show me how to apply for funding to get ipads, because that is just what we need. Then they are going to be able to put clips in, and again that would help show the progress from year seven, year eight, year

nine. So we have got a slot where they are still getting four areas of sport in a day, and then one hour in an IT room. I am happy with that, but I do not want to see PE lessons where they are spending hours…but we will give two or three minutes at the start or end of a lesson for them to record their levels and their grades and their activities, and they target set, you know…you might notice the child is not doing much extra-curricular and you say; right set yourself a target. What are you going to do? Join 5x60, go for a walk? So they do a little bit of writing then, and two or three minutes of that every six weeks or so is permissible I think.

Int: I understand you were on the Toolkit workshop day. What did you make of it?

Part: Most of it was very useful. Parts of it were more relevant to exams course; the BTEC and GCSE, and where they were there they were useful. The speaking frames, the types of talk, all of those things were interesting, and the log that you had where you had to reflect and put what you were learning into practice was useful; because as I say it did make me come back and talk to my literacy co-ordinator, and it did make me look at my schemes of work. But I still...you know you never know why you are doing it right.

Int: Do you feel it heightened your understanding of literacy?

Part: No.

Int: Okay. Why not? Is there anything that could have been differently in order to do that?

Part: Well I started off by doing a BEd degree, and so I did a year where we did literacy and numeracy. As I say I am a physical educationalist, which is a different animal to a sports coach. Also like you I have a BSc Honours degree so it is not just literacy that comes it my lessons; I will talk about physics, chemistry, whatever. My Mum is an Art teacher; I will bring composition and artistic ideas. There are an awful lot of ideas from...you know I will talk philosophy to kids, I will talk ethics, there are an awful lot of things that come across. The mechanics of literacy I would have said were covered on the first year BEd that I did, but I have always been...you know I was raised by teachers and it was a shock to me as a young teacher to be told I should not be marking and correcting English, but in twenty-seven years that I have been there. So it doesn't bother me that it is back, and I guess that in another ten

years it will go out again. In another ten years we are going to have to have PE across the curriculum because children are so obese they are dying and they don't live long enough to use their literacy skills. I don't want to sound complacent because there was very useful stuff on the course, but I think it was a case of preaching to the converted for me. I am there; I agree with it, I use it. There were some useful ideas and there always are, and useful resources.

Int: So the information you received as part of the pack; have you utilised that at all? Has that been useful in any way?

Part: As I say, some of the stuff that you have already seen that is in use...I mean the ideas of word walls. The word wall you saw in the gym has been there for seventeen years, and if I showed you the main hall, because it is a multi-use area anything I put up there...the information in here is very much related to GCSE; you will see all the sort of posters and things here. They are not key words but there are concepts from GCSE BTEC course. But just like I have got the gym word wall, a world wall for the health fitness and well-being and the other things; but finding space for that at the moment is the...not the space, but the place where it doesn't...in the gym everything stays safe in there because you lock the door, but everywhere else as fast as you are putting things up. We are supposed to be getting a new school built, and if I get any input in the planning, the sports hall will not be used as an assembly hall, it will be a more professional area that you can put all of the things up that you need to refer to, the way I do with the gym, and they stay put; you're not spending your life re-creating things over and over again.

Int: You have just shown me some of the resources you use. Can you describe in more detail the different strategies you adopt during your lessons to implement literacy?

Part: In our lesson planning we flag up skills that we use. So for instance I might be deciding to use reciprocal teaching and coaching partners as a prime example. Talking partners happen in primary school and reciprocal teaching is PE specific, but there is this lovely cross over that as children come through you say to them; you are used to talking partners in primary school. We are now going to have coaching partners. As well as talking together, here is some information. A; they have to read, they have to listen and then they have to observe. Then they have to speak and feedback, so within that cycle...when we're working together, if I was the

person coaching and I was not coaching correctly or I was not using good language, as a teacher I wouldn't then start correcting the performer, I would start supporting the coach. If it is their linguistic skills and they cannot explain themselves you would show them the speaking frames, you would ask questions, you would develop their thinking as well. The thing about literacy is that it encapsulates thinking and problem solving. We were doing a teaching and learning workshop the other day where one teaching strategy; a circus of something was being recommended; a circus of activities. The teaching and learning co-ordinator said; this would tie into PE beautifully to circuit training. I said; well of course it would because they come from the same route in language. So you are often talking to children and raising their understanding...you will talk about peripheral vision; and you will tie that into the periphery which also crosses over then into numeracy. So there is always that opportunity because you have got children talking and working and you are not the person always on the case teaching, you're just stepping in all the time; it might be improving their understanding of numeracy, it might be improving their understanding of literacy, or improving their literacy skills. It might be improving their understanding of what they are reading. You might come across children that cannot access the information that you have given them and so you might have to simplify it and explain it. We have yet to encounter...well we do have children who are Nepalese, so they are working in their second language ,and so sometimes we might have to stop and explain what words mean. But quite often, their spoken language and their...they can read quite well, but they might not understand terminologies and things like that so you would have to explain that. The less-able children actually seem to love it, as long as it is put in ways that are accessible...they actually like having that support of not just being told and then forgetting what the coaching points are; they can keep checking. Also up in the box there I have all my reciprocal coaching cards for athletics, but there is also laminated white paper and black pens in one little wallet; so if you have a child who cannot understand a sheet you can write it much simplified. You could also, with your more able and talented, use more technical and more challenging things. So there is the opportunity to differentiate by having that resource in there.

Int: Do you group your pupils at all?

Part: It varies. We group them depending on what is needed. So where we're working on the coaching and the emphasis is on improving performance by them working with

each other, you could group children of the same ability. You might group more able with less able if that was going to help with whatever they were developing. But there will come a time where even to improve their linguistic skills or their problem solving skills, or their numeracy skills, or their physical skills, you would happen to maybe put them in a like group of ability to challenge and also to give them the opportunity to work co-operatively. Because it's when they are working together, in pairs and in groups...you know it's that teamwork element, which is sport anyway, but it's the...literacy in classrooms is based around group work and so it is the group work you do in lessons as you are developing skills and understanding. Then obviously it depends on what activity you are doing in that a game, not everybody might be playing, so some people might be coaching; they could have to explain. The communication which happens...I was talking about a lesson observation which I saw last summer with one of my colleagues where he was working on cricket skills; but communication within the cricket game one was of the things. You would see that in our hockey lessons, our netball; you know, when do you call for the ball? Why do you call for the ball? How do you signal? Is it verbal? Is it visual? I'm just trying to think of other examples...in swimming again you would have children talking and feeding back to one another. In gym, very much so; problem solving and talking about what they are going to put in their sequence; what criteria they are going to use. From all the success criteria, selecting and choosing and maybe writing on a white board some of their success criteria to judge. In dance the same. In dance I do occasionally set homework on what is a motif? So you have a written homework coming in and sometimes that can stagger you at how involved...I wouldn't want to do that all the time because I want the children out playing sport. The other aspect; things like OAA where they are problem solving and they're talking about how to do things, where to go, what this means.

Int: What forms of feedback do you offer to your pupils?

Part: At key stage three, very much verbal. They get written feedback in terms of their reports. But it will be very instant and very verbal feedback, and that is why we work in pairs as they get very instant feedback. Two stars and a wish they know well and they use well. We now use that in the rest of the school. We have actually been issued with stamps, because I teach Science as well, which have two stars and a wand on. Now the school policy is to do that, and I was like; yeah been there done that. You know, again you could argue that it is too babyish but going back twenty

years I have got stamps on my desk which I used at a private school when I was teaching Maths, but when my GCSE pupils saw them , they wanted their books stamping. It is just things like; good work or watch your presentation.

Int: Would you say that is effective?

Part: I think it is. We use merits as rewards. There is a prize pot, they get prize pots. They might get to choose the activities that they are doing, so there is lots of rewards...I've forgotten the question?

Int: I was asking about feedback.

Part: Feedback. So you get lots of verbal feedback. Key stage four, GCSE; the feedback as well as being verbal, it is targeted. You identify what is good; you identify ways of improving and the same with the written feedback that they get in their GCSE files. So you get written feedback about what they have understood. We correct for spellings, we follow the school literacy policy and that is also in our handbook. So we monitor across the department and we have great fun spotting who hasn't checked spellings and what spellings you've missed and things like that. The feedback that we are wanting to develop is the use of video cameras. I used them years ago when cameras came in suitcases. In gymnastics, as soon as children see themselves perform; you can tell them until they are blue in the face, point your toes, and you get nowhere. As soon as they see they change like that. So we have got old video cameras and we have always used video cameras, but to put something in each...well not each child...but half the class or quarter of class to have and be able to video. It doesn't work when you're outside when it is raining and its rugby. It might do in the summer for athletics and for OAA. In the autumn you might be able to go out. The feedback there of being able to instantly show and talk and discuss...that is where we are going; that is in our development plan. As I say, (NAME) is on her way to see me to show me how to fill in an application form to get ipads. Science have them, Maths have them and English have them, but the subject that most needs them is PE.

Int: Absolutely. When you are rewarding and praising pupils, do you do that in front of the rest of the group or would you do that on an individual basis?

Part: A variety. It is an absolute variety. There are some children who do not like being praised because it embarrasses them. So you quietly say; that was lovely, well done. You cannot be too generous in your praise, praise has to be earned, and it has to be at the right level. You can't say that is wonderful if it is just good. If it is good, say it is good. I do think that should not be anything wrong that when you see something excellent you say it. Again there is a fascinating debate with PE teachers; when you get into moderating marks and when you get into standardisation; I can remember standing at an A Level moderation discussing with the moderator that a swimmer could not be thirty as the angle of their hand entry into the water was not textbook. The girl swam for Wales, and it's like; sometimes you can be very critical, but there has been an interesting debate in my department recently which has come about through target setting by FFTD. I present and ask colleagues...well I don't ask...they teach a balanced curriculum. They teach OAA, health fitness and well-being, creative, dance and gym and we teach games. We do not give equal time to them because locally all of our kids love the major games, even our less-able and our you know; 'too cool for school' kids still love to play their sports, and so we do emphasise those because that is what children enjoy, they love to play. They love their gym, they love their dance. The health fitness and well-being; we are going through a real cycle thereof; we have done very PESS, very promoting participation, and we are actually coming back round to more; do they know about training methods? We are starting to bring maybe more GCSE ideas down because that is why health fitness exercise started. Then it went to health fitness and well-being which we went with that, but we are maybe coming back round to sort of mixing it up a bit more. But when I was talking to my colleagues the other day, they were saying that these FFTD grades are ridiculous; *this boy is never going to get a six*. I said; why not? *Have you seen him play football? Have you seen him play rugby?* I said; and? *Well he can't*. I said; yeah, and? We have a tracking system, so I was saying; what would you give him for gym? *Ah well he can't do a headspring, he can't do a handspring*. Okay; what would you give him for health fitness and well-being? *Well he's the most unfit kid going*. Okay, what about OAA? *Oh well he did manage to jog around the course*. So I said; what are the assessment criteria? What assessment criteria has he hit? So then we started looking at the assessment criteria, and the assessment criterion for gym doesn't talk about the level of skill, it talks about composition, it talks about their ability to work with strengths and weaknesses. Our health fitness and well-being is more about; do

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they participate? Do they understand? Can they plan a training session? So we are then going back and saying; if you give that boy the task of planning a circuit; if you told him what a circuit was about, wouldn't he be able to do it? *Well yes he probably could.* If he went on and did more OAA, would he be able to do it? He might not be the fastest around the course but could he do a more complex course using a compass. *Oh yes he probably could.* So I said; okay, how many of the four areas does he have to score level six in? *Well, all of them.* No he doesn't, it is fifty-five percent according to our education authority. Nowhere is it laid down…whilst you have to teach a balanced curriculum, whilst you have to assess, nobody ever actually says what you take. So you forget games, and you could be fantastic in your health fitness and well-being, you could be a fantastic orienteer. Something which we make a lot of use of in our GCSE and we need to tap into in our key stage three is; what children do naturally anyway. In GCSE we have been moderated by (NAME) who is the chief moderator. Another Powys school also got moderated, and we think we have come in for a bit of a hard time. (NAME) more or less came in and said; your marks are too high. So we said okay fair enough. He came, and we learnt loads off him but he changes one sport by one mark, and he actually took video evidence away as examples to use on inset. Because he said he had never seen so much video evidence. But these children ride horses, they walk in the hills, they do DofE, and the standard of DofE they do is nothing compared to what inner city schools do, and these children live in the hills, they go out walking. So in GCSE we tap into all these other things. There are dancers, horse riders, golfers, and we use that to give them credit for their GCSE, and again with the video evidence coming to the pupil profile, and with the children having video cameras on their phones, I would love to be able to have a discussion with the department; okay, so Jonny is useless at rugby, but look at his horse riding, look at this, look at that. Sorry, this is PE more than literacy.

Int: No this is interesting.

Part: It is the child's physical being, not just physical education that gets looked at.

Int: Do you feel that pupils learn better when they are physically active or when in a classroom setting?

Part: Well I was saying today to my Science class…one of the reasons I love PE is that I think kids love running around, moving and doing. I know they're visual, audio and kinaesthetic but I think all children love to do. Again, we are a bit spoilt here. You only have to look at the sports council Wales's survey, which shows the children here are above Welsh average for their level of activity. We don't have high levels of obesity, we have high levels of involvement. So I think children so learn by doing, and they love to learn…but what they want to learn from PE, is PE. Now we then hijack it and say; let's start slipping other things in. I am not saying that is wrong. But then my BTEC group get frustrated because they have to spend time confirming, because…you know, I am a firm believer in; I hear I forget, I see I remember, I do I understand. So you have got to have all the methods of learning. The doing for me as a learner, and I think many learners, is critical. Yet look at all our other subjects who are busy getting and doing things into it, so they are busy nicking all the fun stuff. You will suddenly see Science lessons going out and running around, and Maths lessons going out and running around and I'm like; get off, we do the running around! Yet PE sometimes seem to be…not restricted, but like…I am having a tremendous battle over key stage four National Curriculum PE. Having to put up a case that PE is valid for its own sake. There is the well-being agenda where just learning to play and…excuse my language, but just bloody having fun physically, is valid. At the moment we have gone through this cycle of; last year's year eleven that left last summer were taken down to just four hours, and in those four hours they could do either National Curriculum, BTEC or GCSE. We fought against that. My current year elevens have got their National Curriculum games back and they can also choose and opt to do GCSE or BTEC. Then we got this year to five, and I got a BTEC group, a full-course group and a short-course RE and short-course PE group. I have got students in the BTEC group who just want to be running around playing football and doing their sport. Even though you say; yes but look, come and learn about training, it's going to make you a better footballer…and you would think it would be softening and sweetening the pill of learning and being educated by something, but that's not what they want to do. You know; *my brain is full now miss, I've been doing Maths and English, and I just want to run around*. Not that they would verbalise that, but that is very much what they are telling me in their behaviour.

Int: Have you noticed any gender differences at all? Obviously it is wrong to generalise but girls are traditionally seen as being more academic.

Part: Well we have to because we have to track the gender issue. The gender issue is less well observed in key stage three. I can go back I think about ten years, and in GCSE where we have tracked it, I have a graph which shows that the degree of variation is reducing. So there is still a variety, but it's not as big as it was. But we buck the trend; the boys do better in GCSE PE than the girls do, and then next year it will flip around. We have tried all kinds of different groupings, we have tried all boy groupings and again we are also trying going down the technology route because that is boy friendly, the group work is boy friendly, and again that taps into other work that is being done in the school on reducing the gender gap. Now, it is less well tracked and observed in key stage three in the department. I don't mind tracking it but I don't think we have got the right…I don't think we are standardised. Although we are moderating and standardising our levels, we haven't got that right yet. The discussion I was telling you about earlier shows that. Now the lovely thing is, in the video camera now my colleague has got video clips of his boys doing gym. I've just started teaching gym; I will have video clips of my girls doing gym. Last year I was the only person who brought evidence of gym, and we all looked at it and said; yes that's a level five, not a level six, and we discussed it. Now we are having a discussion not just about the sports but how that builds up to the bigger picture. We have got video evidence, and we do use our house matches a lot because not only can you look at specific children, but when you see a year group where from one hundred and ten children there are two or three children not taking part, and the rest of the year group are playing house matches, you can see…and that is boys and girls…in terms of participation, the participation is very much equal, at key stage three. The assessment levels and the difference in assessment, I think may be to down to; we haven't quite standardised…we are still on that path. I think, and as I say I think this was confirmed by (NAME) and the moderators we have had before and after. As a department on our GCSE, we moderate and we standardise very well. So any differences are not because we are marking differently, but I think in key stage three that is not the case, I think we have to get that right and then look at the boy-girl. Does that make sense?

Int: Yes definitely.

Part: We are not measuring performance correctly, so whilst there may be a perceived difference in performance, that could be because maybe, the women mark too easy and the men mark too hard, maybe.

Int: You talked about age differences there. In terms of literacy development and how you implement that into your lessons, how would you adapt to each year group and to each key stage?

Part: Only in the fact that the key stage three is very oracy based; a bit of literacy, a bit of reading, very small amounts of writing and I don't want to change that. Whereas by necessity the exam courses; both BTEC and GCSE do have to address extended answers and so you have to develop their literacy. I mean there was a time when our performance at A Level…I would have said I was constantly battling to get the children to understand. But what they having to learn was the skills of expressing themselves in the written language. It wasn't just about knowledge. It wasn't even about how they applied the knowledge; it was how they expressed their application. At A Level that was a real battle, and that is still the battle ground with GCSE. But now I see a real difference because it is part of a wider school initiative. They are just used to it; oh everybody bagging on about this now and so that is quite a positive thing. But there is more written and reading at key stage four. What I would confess to is that in my BTEC I probably differentiate. I put tasks that which better differentiated for different abilities of readers in my BTEC group than I have at GCSE, because I would say my GCSE was…there are not all, the same academic standard, they are invariably D or above FFTD. So whilst they are not all brilliant readers they can all access spoken word…they can certainly pick up information from reading. The grouping in the GCSE helps those less able because I do mixed ability grouping. But in my BTEC if do think more about the fact there is more support needed for some of the students to produce the coursework, because they do not have the literacy skills. However they are producing that work on the computer, they are very good at using the computer to help them, and they teach me things. That was improving their written presentation from a literacy point of view and I suddenly found myself thinking; I wonder if the way we went where children use calculators, and then we realised that they used calculators but they didn't actually understand…and so that cycle has already happened in Maths. I wonder if at some point it will happen where coursework will have to go back to being hand written because the computers can do so much to mask their lack of

understanding. But then the flip side of it is they get so much satisfaction from producing something which they know looks good and does communicate their ideas, and so people can understand them. So again it is a bit of a double edged sword really.

Int: Have you discussed with any other departments what has come out of your lessons in terms of literacy?

Part: Well we have teaching and learning groups. Because I teach Maths as well as Science I have been part of the numeracy group. We have been grouped with a member of the English department and we have looked at…there is a booklet or document where all the subjects are looked at and we have certainly worked a few out and gone; yes we are doing that or that's an idea we could use. But alongside that was running the advice from the numeracy co-ordinator which is; don't create what isn't there. Don't put it in, but enhance what is naturally there.

Int: Do you feel as though the Talking Toolkit can be disseminated into other subjects? Do you feel it can become cross curricular?

Part: We have got a literacy toolkit which would be quite similar in many other ways, so yes you could, but it would be very similar to what has already been put into other departments.

Int: So do you feel as though it could be done?

Part: When I look at the types of talk, those happen in lots of different lessons in lots of different ways. There are identified in other subjects as well. The word walls, the key words, the punctuations, the spellings, the grammar; those are flagged up in other…collaborative learning is very much a big thing. Group work is very much a big thing. Bloom's taxonomy and questioning is very much a big thing now; the different levels of questioning. That is certainly helping with oracy. Some things I used to do with the A Level class, which was to help them go from, describe to analyse…I would start with a very simple pyramid of; describe what miss is wearing, explain what miss is wearing, up to; analyse or critically analyse, like; miss it doesn't do you any good because pink is not your colour. But it really did take them through very nicely the understanding of the different levels of language. As I say that use to be an A Level and AS concept but now I would talk about that with younger

children, and again that has been coming into PE. We have been looking at the language of exam questions and things like that.

Int: Finally then, what impact do you think the Toolkit has had on your lessons, if any?

Part: It has, because it has supported what had to be done anyway. Now as I say for me it was already there. Whilst I saw in a lesson observation, my colleague referring to and developing communication skills within the cricket game…I know that they use the gymnastics key wall…how often my colleagues use the speaking frame isn't something I have measured, it isn't something I have monitored. So I do not have an answer to that. When I monitor files and books I do see the literacy advice from both school and the Talking Toolkit being implemented.

Int: Thanks for answering those questions. Is there anything else you would like to raise that would feel as though you haven't yet said?

Part: No.

Transcript 1 (Participant 4)

Int: To start, I am interested in how you develop literacy within your department. Can you tell me a little bit about literacy here in your school and in your department?

Part: We have got a whole school policy that is being led by who was the head of English, and is now the literacy co-ordinator. So every fortnight we were instructed as to what would the literacy skill of the fortnight would be. The English department would then teach it, and we would back it up then on the second week, so try and integrate that into lessons. We have taken a slightly different approach as in terms of PE because we are at key stage three, not sitting children down to write in books and so on, so ours do tend to rely on the oracy skills, so that is what we have done so far.

Int: Okay. What are your thoughts on the LNF? Have you had a chance to look at the new framework in detail?

Part: Not in an awful lot of detail. As I say we have gone through what our literacy co-ordinator feeds down to us.

Int: Any thoughts on perhaps how it could be developed further? Or have you not seen it in enough detail?

Part: We have not really looked at it in much detail, but from subject to subject there is a lot of differentiation that does need to go on. So instead of a general framework, it might be better to have what is specific to PE. I know we have had…I think I am on my third meeting with the heads of PE in Neath/Port Talbot where the literacy and numeracy framework has been discussed and we have looked at sharing good practice there. So instead of just trying to be isolated on your own and what you are doing for PE, the heads have got together and we are sharing what we are doing.

Int:	With the greater emphasis now on literacy, have you found incorporating that into your lessons? You mentioned you have support from your co-ordinator?

Part:	In terms of support the co-ordinator, it was not much to start, because he was concentrating on written. But from the Talking Toolkit the idea of oracy came through, and especially identifying that with speaking frames. That is basically where we started; to develop speaking frames for the students starting at year seven, and concentrating on year seven. Then the following year, year seven and eight, and so on. So we have mainly been looking at speaking frames.

Int:	Can you elaborate on that a bit further and describe the speaking frames?

Part:	Well the real basic one to start with. We identified from the GCSE exam that components of fitness were a weakness amongst the students, where they found it hard to identify the component of fitness from the video. To then link that to the specific component that was being tested and the actual test for the component. So we thought we would take that into year seven. We gave them the basic components of fitness with posters up on the wall and we would discuss agility and speed and so on. Then within the lessons we take little snippets of time to say; right are you showing any components there? So the children would start to realise when they would use speed, agility, reaction time, power, flexibility and so on. Then we introduced a speaking frame which was very basic, on the gym wall. Which was; a component of fitness is…I use this when I…and the test for this component is the…So even if the children had not done the test, they were still then reading the posters on the wall. When we started off it was basic in that; they would work in groups of three, so whilst the boys were getting changed…they normally have seven or eight minutes to get changed, so it is within that time frame…they would have to identify one of the lines and they would work together then to say which they were going to say, and so they would help each other with the sentence structure. Then I would chose two or three groups just before the buzzer would go to say; right your three, and then they would then say; a component of fitness is flexibility. The next one would say; I use this when I rotate my arm backwards to play a badminton shot, and the test for this component is…and then they would then have to go to the wall to the appropriate poster and say; the sit and reach, even if they have not done it yet. So they were developing that understanding.

Int: Would you say that has been effective?

Part: Yes. We have got year seven now who have been answering GCSE questions basically, so that they can now identify…and we have taken the posters down. Now that they are in year eight, and we have started some in year nine, they are now able to say…in a warm-up for example I will say; show me agility within a warm up. The students will start side-stepping at pace, changing directions, whereas we would not really talk about agility until year ten because it was on the GCSE course. Since we have started this, the understanding and the confidence to speak in front of a class and the actual structure of a sentence meant that the more academic; they were kept within the framework to start with, but the less academic pupils could join in just as much has anybody else. The confidence was a big part of that. That would come; *well you're answering a GCSE question there*. So it ticked a lot of boxes.

Int: Moving onto the toolkit. You mentioned that you were at the day. What did you make it overall?

Part: Brilliant. Absolutely brilliant. It is one of those things where if I did not go on it I would not have had the enthusiasm to look at oracy within PE, and especially the speaking frames. I think Judith who took it made it full proof for PE teachers in that; this is how you can use this. A big part of it was that PE should not be based just upon performance; that you have got your evaluative skills, you have got coaching, you have got showing to others and so on, and how the different ladders effect how you can move up in certain areas, or you could be a level five, and a level six in one area. Then when we took that back were able to see how they could improve, but also it tied in nicely again to the oracy skills, because it was not just about; alright I'm the best in the class because I can do this. You can then add more strings to your bow and say; I can analyse this and I can then coach it. You find the confidence for pupils to speak in front of others. It also had a huge impact on the less able boys in PE working with the more able and talented boys, so it bridged that gap as well because it was not the case of; I'm a far better rugby player than anyone else. Everyone could work together and find ways of; what they were good at, and what to improve. Without the Talking Toolkit that would not have done it.

Int: Has the information you received as part of the pack been useful?

Part: Yes. Up around the school I have been putting up posters. Another nice thing is that we did not have to go away and make lots of different resources because the resources were there ready for us to use.

Int: Do you feel that the toolkit has actually heightened your own understanding of literacy?

Part: Ah, one hundred and ten per cent. I've been made aware of where we can use it, how we can use it and actually how powerful it can be.

Int: You have sung its praises there. Do you feel there is a need for more workshops similar to the Talking Toolkit that could perhaps build on that further?

Part: Yeah definitely. The sharing of resources was a key thing; we did not have to come away and say; right we have got to make all of these ourselves, they were there ready to use. Other bits you could tweak. I know other schools have come here to find out what we have been doing before they have been inspected. So with key words being up on walls…if you look around you now you can see that our displays have changed a lot, and the use of displays have changed, and we are trying to every term, change them so they don't stagnate and they just become something that we used to use. At the moment we are developing the key cards as of…at Christmas we had some time to sit down and decide how to use them. We colour co-ordinate them, which ties into the Talking Toolkit.

Int: Do you feel as though after going on the Toolkit, there has been an impact in your lessons in terms of your pupils' attitude?

Part: Yeah a big impact. As I say you have got different abilities of children being able to work with each other, whereas before you were quite…not segregated, but it was difficult to have your best badminton performer playing with the worst because obviously confidence would just be knocked out of you. But they can all mix and they can identify strengths and weaknesses within each other's performance, and now the children are not worried about being able to speak in front of four or five people or maybe in front of a group. It has tied in now that we have what we call "mini coaches," so during the lesson we are looking for the teacher to be setting what should be happening, but within that then, the children will be coaching each other and they will be given specific roles to give valuable feedback. Not; *this is*

good or *that's bad*, but to identify what is good and how to improve. So it has made a big difference…also with my lesson observations…I think from the deputy head and head master I have had excellent, and that has been a standard that they have liked; the fact that children are so involved with the lessons and it is not teacher led, that they are helping each other and that has all come from; developing oracy skills and being comfortable to speak to each other, or half the group.

Int: You mentioned resources you have got; so key cards, speaking frames and posters. Are there any other resources you have used other than those?

Part: We are developing the use of the ipad, at the moment. It has tied in nicely…I think it was only two weeks ago we got coaches eye. So the children now when starting in year ten are now getting used to analysing their own performance, and others, and looking then at identifying along with coaches eye where things are happening. So again it is those oracy skills, and then they are identifying good practice and how to improve. We have had more display boards put up in the changing rooms, because we have seen now that that is a resource which we have not really used in the past years. The changing rooms is an extra teaching area, so as they are getting changed there is still something for them to focus on and do.

Int: You mentioned the ipads there. From previous interviews I have done in the last few weeks that is something that has come up; the use of video and technology. Do you think that is important now in order to move forward?

Part: I do, yes. But it has got to be used carefully, because my main aim is that children are active. I think if you look at obesity levels now, there are far too many children who are not active. So within a lesson we will be using this to back up teaching rather than for it to become the focus of teaching. I know we have had an example where a couple of heads of department did look at a lesson, and for me it was basically half of the lesson spent on the ipad. I don't think that is acceptable for children in physical education, especially key stage three. They need to be active and they need to be doing. This should back up or reinforce what they are doing, rather than take over what they are doing. So I think yes, but it needs to be monitored carefully, so that it is maybe five per cent of the lesson rather than thirty, forty or fifty per cent standing around looking at a screen.

Int: You mentioned strategies such as peer coaching. Are there any other strategies you have used to develop literacy?

Part: In terms of using the speaking frames, they discuss their own work such as…you know I mentioned about the components of fitness. We have got the coaching themselves and the rest of the class…also the feedback to the teacher, so that they are hitting specific key vocabulary. I know in terms of identifying on the ladder system of how we learn in PE…I know it is not oracy skills, but they are reading then to see what they can do to move up a ladder, or what they have done previously as evidence of; right they have achieved this, that, that and then how do they move onto the next step? So they are also using the display boards for reading skills as well. I mean what we have had to do is try and tweak a couple of them because those students who are below a certain level of reading age, we have had to look at giving some of them a few more pictures to give them a clue about what they should be doing.

Int: That leads quite nicely onto my next question. Do you vary that for each year group and each stage? Obviously GCSE will be different to year seven?

Part: Yeah GCSE…at the start it was very basic in terms of the speaking frames. What we have got now for years seven, eight and nine with those key cards…the children will choose from a number of different speaking frames they can use; say on evaluation, and they can choose the one that is appropriate to them. So for the less able, if they have got a lower reading age they will stick to the more basic framework. But then there is extension work for the more able in the class to take it further, so it might be a longer sentence or they will give more of an explanation of why they thought it was good. So it just goes into more detail.

Int: Do you group pupils all? Or is it more of a case of just tailoring the work given?

Part: We will try and get the pupils to go into their own groups. Obviously if we see that there are friendship groups forming and it is always the same, then we will then choose. As a school, realistically we know who should be working or who should not be working with each other. In terms of our teaching we are quite fortunate in this school because we have split from years eight and nine, going into year ten, we have a boys fully competitive group, which is one class, a girls fully competitive group, which is another class, and then we have a group of mixed ability which is

mixed sex, and they are not really that concerned with competition. We have found that the level of enjoyment in the lessons and participation has increased greatly because they are not always performing against the best in the class, and they are far keener to interact with each other instead of maybe being held at the side lines. Where we can where we have been timetabled, there is that split. But obviously we are not timetabled constantly for that so we do put children into groups, and we also where we see fit will let them pick their own groups.

Int: In terms of rewarding achievement in literacy, what sort of methods have you adopted?

Part: At the moment it is basically teacher praise; that will be positive feedback, positive reinforcement. We have got a system of reward in school where if a student does something well they can have an R1 (reward one). If it is something exceptional, two and then three. We have found this to be motivating because even when you do not have the best performer in the class, if you have been particularly impressed with a speaking frame they have used…I mean we will often target the less able to reward them for doing something which is basically top of the class or that sort of achievement, so they will then have in their planners, they will have an R1 from PE and we will identify why.

Int: Would you praise them in front of the rest of the group or on an individual basis?

Part: Both.

Int: Which would you say is more effective?

Part: It depends on the personality. I mean your extrovert personality, yes great to stop and say; right everybody listen to this, so and so has given a really nice explanation of what flexibility is, and then somebody else might have said when they have used it tactically. It works well but it does depend on…some students…they do not really want the whole class to stop and listen to their answer. So we are careful of when we use stopping everybody, or if it is just pulling them aside on their own and saying; that was a really good answer there, and letting them know that what they are answering has stemmed from GCSE. I think that has been quite rewarding for a lot of the students.

Int: This may seem like a stupid question, but do you think pupils learn better when they are actively engaged or in a classroom setting?

Part: Actively engaged every time. Not everyone, but I think if the majority of students can do as well as listen then I think in terms of their learning, especially in physical education…teaching A Level here, when you stand at the front and talk about PESS skills where your school sports co-ordinator is going to fit in…you have A Level children in front of you who are going to struggle with that. But as soon as you stand up and say; right you are in charge of developing this area, you've got to feed to them which they are going to take to the junior schools…I do think it is best that they are doing rather than allayed, a lot stronger.

Int: Have you noticed any differences in gender?

Part: I think it comes down to teaching. Obviously because I went on the toolkit, then I found that delivering to the boys…because I knew where it had all come from, where I think some of the other department had to…you know they had it second hand from me then; what I wanted them to do. I think that boys are, in a boy's nature, more boisterous and they do not mind talking in front of others. But I think that comes down to practice. So what we did with the lads was we constantly went over the components of fitness to start with, and we have now brought in looking at different types of skill and so on. But I think from a teaching point of view, the girls were not as forward as to stand in front of a group, but they did not mind the smaller groups. Whereas the boys did not mind the smaller groups, but they also did not mind speaking in front of, say a year group in the changing room after rugby. But it does come down to what the teacher is doing, because if the teacher is not reinforcing the oracy skills and what is being put in place to develop those skills, then obviously it is going to have a massive impact on the children; that they do not actually pick up on it then. I mean generally boys are happier to talk in front of crowds or a larger class, but I think it has got to come from the teacher; that they make this important, and that it is reinforced and practiced and practiced and practiced, because otherwise the children won't pick up on what you are doing, and it will have to be repeated.

Int: After going on the toolkit, do you have regular meetings as a department to monitor the progress at all?

Part: We do have regular meetings every Monday. There is an hour after school for meetings. So it will either be whole school, departmental or pastoral, so one in every three meetings will be just the PE department. But what we are pretty good with here is a lot of team teaching. So there is no one teacher who is isolated on their own, who is just doing something that no-one else will ever see because there are often times where the two female staff will be together, or two male staff, or male-female will be on. So there is a lot of sharing practice and we take good bits from each other. One teacher we have got tweaked the key cards to say; right let's do it this way so we can interact then the colour schemes, so the children would know exactly what colour card when they looked at the wall they should be…if it's an evaluating card they would then turn to the evaluating speaking frames. Then they will be able to identify straight away; this is what I should be looking at. But yeah I mean we are quite close knit here so there is a lot of good practice being shared, and we are with each other all the time.

Int: Is that shared across other departments as well other than just PE?

Part: Not in terms of PE because of the subject that it is. There is a lot of teamwork that does go on, but I know that from the success that we have had in PE, my line manager put me forward to take part in school inset, where I had an hour to explain what we were doing in terms of the literacy framework. That is where then I concentrated on the speaking frames, but more so than that, the confidence that it gave the pupils. I know that from that we set up a group where all staff were invited, but I think there were eight who turned up from different departments, where we would look at how we can incorporate speaking frames into their subjects. From that it has gone into place mats, where…that is if you have got the funding for it…certain departments then have turned…Geography, I think History…and they have looked at then taking it to the GCSE classes where they are looking to basically build a framework of how to answer exam questions. So the good work that we have done in PE from the toolkit was recognised by senior management from lesson observations, and then my line manager asked me to lead a section at whole school inset. I have had good feedback from there. I think a lot of teachers did not realise the confidence that it would give pupils…that they might know the information, but they did not know how to get that information down on paper. So whereas our speaking frames worked for us, they have tweaked it to suit their own subjects.

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Int: Do you think it is something that can be disseminated into other subjects?

Part: One hundred and ten percent, yeah, definitely. I have had Design Technology, History, Geography, English, to basically all come together and look at what we are doing in PE and then how can they put into their lessons? The only thing that I am finding now is the increased amount of paperwork for teachers. Whereas last year you had the enthusiasm and time with an initiative like this to run with it and feel really empowered by what you were doing, I found that this year the increasing amount of paperwork that we are doing is having…not a negative effect, but it is quite difficult to keep…you are juggling so many balls up in the air. Obviously the literacy framework is key in school, but we have got about another four or five different strand that we have to be doing for senior management. Then you are finding you are either running out of time or you think in your lessons then; Ah I didn't get this in. But I think it will continue but it is having the resource of time.

Part: You mentioned time management there. There is one thing that has been commonly said when I have interviewed teachers. They have said that in terms of the delivery of the toolkit, it could be split up over a longer period, so rather than overloading you with information on that one day, it could drip fed to you. Do you think that is something that could be done?

Part: I don't know because I thought was said was so relevant. For example, Richard our literacy co-ordinator is now looking at connectives. Well I have already got that information in the pack, and there has already been a display up in the boys changing room looking at connectives, looking at verbs and looking at adjectives. So I think it was a lot to do in one day but I think it was…

Int: Manageable?

Part: Yes. I think maybe a top-up course over one day or a half day…

Int: To monitor the progress?

Part: Yeah, to see what people have done. I know what has worked well with the heads of PE for Port Talbot and Neath was the sharing of good practice. So some schools when we met looked at speaking frames, and they have taken it down the BTEC route. When we got together just before Christmas, I asked them to do a little presentation on how their literacy and numeracy and how they are incorporating

that. There was some good work which has stemmed all from when we met and those who have been on the Talking Toolkit. What we have done then is we have shared our resources. So instead of just keeping it to yourself, we are able to say; *we don't have to reinvent the wheel here, I've got all this for you. You can have this bit; we'll take this from someone else*. So it has worked well.

Int: Looking to the future, how do you think you can develop your lessons further to develop literacy?

Part: Well, to continue and make sure we are hammering into the students that we go over the repetition so that it is second nature to them; to be able to analyse, to be able to incorporate into coaching, to stand and feel comfortable and confident. To make sure that that is firmly ground is my main priority. I know at the moment we are developing the literacy framework, so as soon as you think you are going well with one thing and it is starting to get grounded, I know that we are going to be hit with another one soon, and it is a case of then juggling against so many balls to make sure you are ticking the boxes. How we take it forward? I just think it is make sure every pupil is grounded in those literacy skills, and again to make sure we have got the appropriate displays around school and that they do not become stagnate, that you are constantly changing them and you make use of them; they are not there to look pretty or you know; you have got a week until inspection, lets change everything. There is an actual purpose and use for displays; I think that is the way it will continue, and if you keep challenging it, and changing it, and progressing the skills.

Int: Great, I think that is about it. To finish, are there any issues that you want to raise that you feel like you have not said and you want to get across?

Part: I think the only difficulty now is that we are doing so much, that you can lose sight of what you should be doing. We do not want to spend too much time like I said looking at ipads, because I know that is where a lot of numeracy will come into it. To find a healthy balance really and not concentrating on one area, where then your skill development; is that still happening? It is great if everybody can say; this is good and you can change this by doing…but at the end of the day you must make sure that there is a lot of practical going on in the lessons. Just to make sure that you have time to implement, and make sure that things are done properly, not just

scratch surfaces and say; *oh yes there is a ticked box, I have spoken in Welsh there, now I can move on. Alright I have used some literacy here, some numeracy there, now we can move on and do some practical.* It is just to make sure that it is not a ticked box exercise but that it is actually grounded in your lessons, so the children know exactly what is expected of them and how they can improve.

Int: That's great, thanks very much. Finally, any feedback on the interview at all in terms of the questioning?

Part: No it was fine.

Int: Thanks very much for that.

APPENDIX F

DATA ANALYSIS CODING TABLES

Theme	Participant 1	Participant 2	Participant 3	Participant 4
Perceptions of the LNF	"We have a literacy co-ordinator and a numeracy co-ordinator who are going to frame that throughout the school" "I don't think the documents are particularly clear" "there needs to be a short, clearer message going out to everybody so there is a common and shared understanding" "there has got to be a clearer message throughout the school" "clear instruction from the senior management team" "if it's not the literacy and numeracy framework, it will be some other policy or something else" "I think sometimes it can be quite rushed and hap hazard"	"a line of enquiry for one of my projects was; improving literacy through the use of ICT. That directly came from the national priorities, which is literacy" "I think PE is very lucky and fortunate in that we do a lot of it in our PE lessons naturally" "mainly signposting and telling them when you do what" "literacy is a lot more embedded in schools than numeracy, at the moment, and I think there is a lot of confusion in what they mean by numeracy, at the moment" "some schools are trying to do too much within a lesson. It goes much better with theory	"We discuss it within the department, and we do talk about how we can contribute. We do talk about what we won't do, which can seem quite negative but we try to play the strengths. Our numeracy advisor from county hall always says; don't create it, just enhance it. I feel very much the same about the literacy" "We have always done it, but it is more focused, more identifiable and it is more noticeable, and it is more emphasised with the literacy framework" "because everybody is now focused on literacy throughout their subjects, you do see children just more willing to accept"	"We have not really looked at it in much detail, but from subject to subject there is a lot of differentiation that does need to go on. So instead of a general framework, it might be better to have what is specific to PE" "Obviously the literacy framework is key in school, but we have got about another four or five different strands that we have to be doing for senior management. Then you are finding you are either running out of time or you think in your lessons then; Ah I didn't get this in" "at the moment we are developing the literacy framework, so as soon as you think you are going well with one thing and it is starting to get

| | | lessons as well, so say you have got GCSE classes, then it fitted in that way. Mainly, I think when it was trailed schools tried to do it too much within the lesson and I still think that is an issue, and especially now more of an issue when they have got the numeracy to contend with too. When you think they have got to do the literacy and numeracy, and the ICT within it, and then the practical all in one lesson. So I think that there is still a bit of confusion around it and how much you need to put into each lesson"

"Personally I think it is very difficult to add all those four into one lesson, but I think the argument has come and I think it has been addressed now…the common strand is that I don't think you have to, but when you are being observed it still is a | | grounded, I know that we are going to be hit with another one soon, and it is a case of then juggling against so many balls to make sure you are ticking the boxes" |

| | | requirement. They have got a tick box, and you are doing it…I don't agree with that. I agree that different lessons adapt to using more numeracies. For example fitness lessons which are really easy to do. Most lessons, literacy is easy to put in, but to put it all into one…I think we are losing slightly sometimes. It is a practical lesson and obesity within the country is only going up, so I think that…it does allow…a positive is that it allows children that are not as practically minded…or not so ability wise, practical…it gives them an area, it gives them a way to excel in PE"

"because it is in its early stages that you can misinterpret what the literacy and numeracy framework is asking you to do. Because its | | |
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		different year groups I think guidance is a key thing"		
Thoughts on the literacy Talking Toolkit	"A really informative day" "It is not about getting kids to read, write and talk in PE lessons rather than be physically active, but it's about thinking of ways to marry the two and have lessons where students are physically active and doing what they should be doing in physical education, but flagging up and seeing the key areas where you can embed literacy as part of that, and not replace PE with literacy" "I was a bit overwhelmed at first if I am honest because there are five sections with a wealth of information within the Talking Toolkit" "a lot of it you already do" "The approach that we've taken in our school is to take a section of the Talking Toolkit and make it a focus for the half-term	"it's an important tool I think" "I thought it was really good. I think the vocabulary that is used and the Toolkit that you get to go away with" "the majority of work is done for you and I think…and it was done with a literacy advisor, so you know that quality of the work has been checked as well by someone who is employed in that field" "What I would have really liked is if there was mentoring attached to it. So I think you would have had the opportunity then to implement it into a school and then maybe a mentoring session three weeks later, or two weeks"	"Most of it was very useful. Parts of it were more relevant to exams course; the BTEC and GCSE" "The speaking frames, the types of talk, all of those things were interesting, and the log that you had where you had to reflect and put what you were learning into practice was useful; because as I say it did make me come back and talk to my literacy co-ordinator, and it did make me look at my schemes of work" "I don't want to sound complacent because there was very useful stuff on the course, but I think it was a case of preaching to the converted for me. I am there; I agree with it, I use it. There were some	"from the Talking Toolkit the idea of oracy came through, and especially identifying that with speaking frames. That is basically where we started" "Absolutely brilliant. It is one of those things where if I did not go on it I would not have had the enthusiasm to look at oracy within PE, and especially the speaking frames" "big part of it was that PE should not be based just upon performance; that you have got your evaluative skills, you have got coaching, you have got showing to others and so on" "It also had a huge impact on the less able boys in PE working with the more able and

	and think about ways that we can use that particular section of the Toolkit and examples in practice of how it is being used lessons, as a department share those ideas and just try to imbed that as part of our practice" "you would need an introductory session and it might be better maybe delivered over the course of five two-hour sessions where you had an introductory session, looked at section one, then as a group of teachers went out and looked at that section in practice, then came back and reflecting on that, then came to section two" "but how practical is that in terms of getting staff off for five sets of two hours rather than one day?"	"I think that would also be an extra session to have a look at best practice" "I completely believe that there should be mentoring attached to every course. But I definitely thought that it was a lot to take in. For me maybe I think, maybe two days as well. So maybe have half the day and then have the second half to think of ideas and brainstorm why you could use it, then maybe a month later have the other half of it and bring back what you have done" "I think when PESS funding has ended at the end of July, I think then it would be an issue because schools would then have to pay for the supply cover" "if it could be, one day and then have three	useful ideas and there always are, and useful resources" "It has, because it has supported what had to be done anyway. Now as I say for me it was already there" "When I monitor files and books I do see the literacy advice from both school and the Talking Toolkit being implemented"	talented boys, so it bridged that gap as well because it was not the case of; I'm a far better rugby player than anyone else. Everyone could work together and find ways of; what they were good at, and what to improve. Without the Talking Toolkit that would not have done it" "Another nice thing is that we did not have to go away and make lots of different resources because the resources were there ready for us to use" "one hundred and ten per cent. I've been made aware of where we can use it, how we can use it and actually how powerful it can be" "The sharing of resources was a key thing; we did not have to come away and say; right we have got to make all of these

		twilight sessions, then I would invest my own time in going to those twilight sessions because I think they are really worthwhile. It would interesting if funding was not an issue" "You could have one each half-term which would be ideal as a six week block, and then it allows the sharing of good practice as well and just to monitor it" "Yeah people reflecting and reviewing and then people bring what they have done and they can share it on memory sticks. Whoever the tutor is who is delivering on it, they can just keep giving them feedback and more information rather than an overload of information. Sometimes I think there was too much there…there is so much brilliant material…if you		ourselves, they were there ready to use" "say you have got different abilities of children being able to work with each other, whereas before you were quite…not segregated, but it was difficult to have your best badminton performer playing with the worst because obviously confidence would just be knocked out of you" "they can all mix and they can identify strengths and weaknesses within each other's performance, and now the children are not worried about being able to speak in front of four or five people or maybe in front of a group" "the good work that we have done in PE from the toolkit was recognised by senior

		were just given it drip fed in one handful" "For me…a checking system as well is that what you are doing to further develop it…are you going down the right line?" "it has allowed differentiation. So for the less able pupils there is more there to read off, and the more able, it stretches them as well" "I find that where a teacher has not been on that or where these strategies have not been implemented, the vocabulary is a lot more basic" "strategies such as two stars and a wish or two strengths and an area of development" "I've observed schools before they went on it and then six weeks after and there is an		management from lesson observations, and then my line manager asked me to lead a section at whole school inset" "I thought was said was so relevant" "I think maybe a top-up course over one day or a half day"

		improvement in the pupils. So they can do it in pairs, then in pairs watching another pair, and then evaluate their performance. They also do their own self-evaluation"

"Within my department I ensured that two out of the four of us went on it, and then after that we had toolbox on a Monday, so within that hour we fed back; myself and the other person who were on the course. Then after that, three weeks later the two of them came and observed Steve implementing it. Then after that at the end of the term me and Steve observed them as a critical friend to see the areas that they were doing well and the areas they could develop"

"So I think coming back to it being given in small chunks, feeding it back | | |

| | | and making a system would be so much easier, than doing what we did. We gave it our all that we had within an hour...we bombarded them, completely"

"it was highlighted in the Toolkit that sometimes we do it as teachers, and we make sure we tick the boxes that pupils evaluate and speak, but we never praise it"

"The Talking Toolkit course made me think about all that and letting the children in on the secret, and telling them what I am looking for and telling them what is good" | | |
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| **Emphasis on physical activity** | "It is not about getting kids to read, write and talk in PE lessons rather than be physically active, but it's about thinking of ways to marry the two and have lessons where students are physically active and | "Now that added to their oracy; there are speaking frames linked in with that vocabulary. So they are doing all that. It's improving and developing their oracy | "there is an acceptance that you are not going to suddenly see key stage three lessons where children are sitting and writing because children should be running | "my main aim is that children are active. I think if you look at obesity levels now, there are far too many children who are not active" |

doing what they should be doing in physical education, but flagging up and seeing the key areas where you can embed literacy as part of that, and not replace PE with literacy" "We do that away from the lesson because ultimately in my PE lesson I don't want them to be writing, I want them to be active"	and vocabulary which I think is important, but it's mixed in with the physical…it's not a stand-alone" "an extra hour on a timetable just to do literacy through PE. But it's not literacy as in practical, it's literacy as in fitness testing, pupil profiles that they have done, and that is really good" "that hour is enthusing pupils about PE and showing how it is cross-curricular. But I think it is positive that there is PE specialists taking it so the big emphasis is on PE" "I would as long it is not instead of a PE lesson. I think it is important because it's improving then what they are doing within their physical, because their understanding is better, and therefore if you	around and doing" "So we have got a slot where they are still getting four areas of sport in a day, and then one hour in an IT room. I am happy with that, but I do not want to see PE lessons where they are spending hours" "I wouldn't want to do that all the time because I want the children out playing sport" "I think children do learn by doing, and they love to learn…but what they want to learn from PE, is PE" "I am a firm believer in; I hear I forget, I see I remember, I do I understand" "You know; *my brain is full now miss, I've been doing Maths and English, and I just want to run around*. Not that they would verbalise	"within a lesson we will be using this to back up teaching rather than for it to become the focus of teaching" "it needs to be monitored carefully, so that it is maybe five per cent of the lesson rather than thirty, forty or fifty per cent standing around looking at a screen" "I do think it is best that they are doing rather than allayed"

		understand something the majority of the time you can perform it much better"	that, but that is very much what they are telling me in their behaviour"	
Impact of literacy on pupil learning	"If you want the kids to understand why you are doing something you tell them why" "I think what this allows is for PE to become accessible to everybody" "while I might not be hitting fundamental movement skills while I'm looking at literacy and doing those sorts of things, I'm possibly looking to increase motivation and confidence through the way you frame those discussions, those group opportunities to work" "What we don't have is anything measureable. My perceptions would be there has been a huge improvement in the levels of literacy across the school, but I would not be	"the point, evidence explain…that was really good with integrating literacy through the use of ICT" "Now that added to their oracy; there are speaking frames linked in with that vocabulary. So they are doing all that. It's improving and developing their oracy and vocabulary which I think is important, but it's mixed in with the physical…it's not a stand-alone" "teachers have come to my school to have a look at what I was doing with the ipads, so they observed the lesson and they observed the lesson in what they did, using coaches eye,	"The thing about literacy is that it encapsulates thinking and problem solving"	"Since we have started this, the understanding and the confidence to speak in front of a class and the actual structure of a sentence meant that the more academic; they were kept within the framework to start with, but the less academic pupils could join in just as much has anybody else. The confidence was a big part of that" "they can all mix and they can identify strengths and weaknesses within each other's performance, and now the children are not worried about being able to speak in front of four or five people or maybe in front of a group"

| | able to quantify that" | using the ipad, using the vocabulary, different parts from the Talking Toolkit and different words"

"I've noticed a difference in their oracy, their speaking and the terminology they use, the vocabulary they are using is much more advanced"

"I think their written…so evaluating their performance, which should be as part of a lesson or after…I don't think that has been fully developed or embedding within PE and so I think that is something that could be worked upon"

"they are definitely effective, especially with the visual learners, and again for the less able and the more able and talented, and to increase their vocabulary I think it | | |
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		definitely has improved that evaluative part…the coaching part where they look at performance and they analyse it"		
Literacy development strategies	"we've made posters with those on and we've made them specific to the pupils that are in our school" "we have had a real focus on roles within lessons" "We have also tried to imbed a bit more ICT into the way that we work, so there is a lot of video of students, and then peer sharing and peer reviewing of the quality of the movements in gymnastics or videoing a clip with a tactical scenario, and getting the group or team to review those aspects" "On a half-termly basis, we get them within the PE department just to do a written piece of work around an aspect; it could be a role model within PE, it could be activity that	"I have adapted it by creating different key rings that the pupils have. There are spilt into colours. So I have adapted different aspects" "hangers with the vocabulary on, so they have used that. Others have used the different key rings. They have done their oracy speaking frames, so they've got a booklet of speaking frames. They have got cards with them for each of the different activities. They have got loads of diagrams on the boards as well, so those are the main ones; and they have got evaluative booklets with…they have got to fill the gaps	"We have a literacy box provided by literacy co-ordinator which has highlighters, advice cards for them and dictionaries, which is an invaluable resource. We also increasingly allow children in a classroom setting to use their mobile phones as dictionaries" "We are using pupil profiles and we are hoping to increase the use of video footage, and that would enable you to video children working at the start at year seven, and you would then have some way of observing and evidencing any progress you make" "we have got in their	"We gave them the basic components of fitness with posters up on the wall and we would discuss agility and speed and so on. Then within the lessons we take little snippets of time to say; right are you showing any components there? So the children would start to realise when they would use speed, agility, reaction time, power, flexibility and so on. Then we introduced a speaking frame which was very basic, on the gym wall. Which was; a component of fitness is…I use this when I…and the test for this component is the…So even if the children had not done the test, they were still then reading

	they like. It's not marked, but they come in and they peer share it and they discuss in groups why they wrote it"	in, depending on the level"	planners; there is a profile where they can put their levels and their grades. So there is a minimal amount of writing. They will record what teams they are in, the positions of responsibility they have held and what houses they are in"	the posters on the wall. When we started off it was basic in that; they would work in groups of three, so whilst the boys were getting changed…they normally have seven or eight minutes to get changed, so it is within that time frame…they would have to identify one of the lines and they would work together then to say which they were going to say, and so they would help each other with the sentence structure. Then I would chose two or three groups just before the buzzer would go to say; right your three, and then they would then say; a component of fitness is flexibility. The next one would say; I use this when I rotate my arm backwards to play a badminton shot, and the test for this component is…and then they would then have to go to the wall to the
	"the same message has gone out to the five members of the PE department. So we are consistent in our approach" "we will carry on with the plan that we have got" "I think it is a matter of constantly reviewing and reflecting on your practice" "regular lesson observations just to make sure that the things we have already discussed are continuing whilst we drip feed the rest of the Talking Toolkit into our practice"	"In speaking and listening they have done…which I thought was quite good, a pro-forma – a template on how you should listen, so like the rules of listening; you shouldn't talk, you should make eye contact" "strategies like two stars and a wish at primary. Other examples I have seen in schools are...two Cheryl Cole's and one Simon Cowell was one of them, and then for more advanced...a comment like that is to enthuse...more commonly it is just two strengths and one area for development. We have changed it to two strengths 'and' an area of development, not; these two positives are...but we need to improve...we changed	"you might notice the child is not doing much extra-curricular and you say; right set yourself a target. What are you going to do? Join 5x60, go for a walk? So they do a little bit of writing then, and two or three minutes of that every six weeks or so is permissible I think" "there is this lovely cross over that as children come through you say to them; you are used to talking partners in primary school. We are now going to have coaching partners. As well as	

		the but to an and, because as soon as you say 'but' to someone they think 'ah I've only got to concentrate on that' so changing it to an 'and' is not so negative. We've got an area for development, not a weakness. So changing that terminology is making pupils think 'right this isn't a weakness, it's something I need to develop" "I would say that the majority of schools now are doing peer assessment and peer discussions and I think they are working really well" "I've observed schools before they went on it and then six weeks after and there is an improvement in the pupils. So they can do it in pairs, then in pairs watching another pair, and then evaluate their	talking together, here is some information. A; they have to read, they have to listen and then they have to observe" "If it is their linguistic skills and they cannot explain themselves you would show them the speaking frames, you would ask questions, you would develop their thinking as well" "reciprocal coaching cards for athletics, but there is also laminated white paper and black pens in one little wallet; so if you have a child who cannot understand a sheet you can write it much simplified. You could also, with your more able and talented, use more technical and more challenging things. So there is the opportunity to differentiate by having that resource in there" "In dance I do	appropriate poster and say; the sit and reach" "we have what we call "mini coaches," so during the lesson we are looking for the teacher to be setting what should be happening, but within that then, the children will be coaching each other and they will be given specific roles to give valuable feedback. Not; *this is good* or *that's bad*, but to identify what is good and how to improve" "We are developing the use of the ipad at the moment" "the children now when starting in year ten are now getting used to analysing their own performance, and others, and looking then at identifying along with coaches eye where things are happening. So again it is those oracy skills, and then

| | | performance. They also do their own self-evaluation"

"they have got speaking frames as well, if they are struggling they can use them as well. But they are all used to saying it now, so they all have the confidence to speak in front of the class, because it has worked up from just in their pairs, then to the tools, then to the thoughts. It has been built up so that their confident in that setting" | occasionally set homework on what is a motif? So you have a written homework coming in and sometimes that can stagger you at how involved" | they are identifying good practice and how to improve"

"We have had more display boards put up in the changing rooms, because we have seen now that that is a resource which we have not really used in the past years. The changing rooms is an extra teaching area, so as they are getting changed there is still something for them to focus on and do"

"within a lesson we will be using this to back up teaching rather than for it to become the focus of teaching"

"We have got the coaching themselves and the rest of the class"

"the feedback to the teacher, so that they are hitting specific key vocabulary" |
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				"make sure every pupil is grounded in those literacy skills, and again to make sure we have got the appropriate displays around school and that they do not become stagnate, that you are constantly changing them and you make use of them; they are not there to look pretty or you know; you have got a week until inspection, lets change everything. There is an actual purpose and use for displays"
Cross-curricular links	"that led to cross-curricular links with ICT and the art and DT department, where there were certain things that crossed over between lectures which again facilitated a number of different aspects of literacy" "what would make it even more beneficial would be if that went across the school"	"do you think in a practical physical education lesson it is appropriate for fifteen minutes to just be sitting their learning? Would it not be better if you linked in with the curriculum and with other subjects and give them that information? For example with fitness testing, give it to the ICT	"there is a booklet or document where all the subjects are looked at and we have certainly worked a few out and gone; yes we are doing that or that's an idea we could use" "We have got a literacy toolkit which would be quite similar in many other ways, so yes you	"from the success that we have had in PE, my line manager put me forward to take part in school inset, where I had an hour to explain what we were doing in terms of the literacy framework" "the good work that we have done in PE from the toolkit was

	"this is something that should be embedded across the school and really it should be for the literacy co-ordinator, whoever that person is, to drive that in every subject. So, can the Talking Toolkit work? I would think so, yes"	department to do graphs or the science department" "that hour is enthusing pupils about PE and showing how it is cross-curricular. But I think it is positive that there is PE specialists taking it so the big emphasis is on PE" "The English department took a lot from it, as did technology, so it has been used in different curriculums in different ways. But I think it is quite difficult to feedback from courses because you have not got the time anymore. You have not even got an inset day; as a department you are given what you need to do with an agenda" "Yeah definitely and I think the strategies can be as well. Like I said there are loads of	could, but it would be very similar to what has already been put into other departments"	recognised by senior management from lesson observations, and then my line manager asked me to lead a section at whole school inset" "I have had Design Technology, History, Geography, English, to basically all come together and look at what we are doing in PE and then how can they put into their lessons?"

		different departments that are looking at them and seeing if they can be adapted to theirs. The head of literacy within our school said this was way advanced to other subjects and he was really complimentary of it"		
Adapting for different stages	"it only becomes relevant to the students if it's the stage they are at. We call it stage, not age" "I suppose it is also to do with the questioning approach, and the levels of questioning that you use" "We might use the same resource, but it is the questioning and feedback approaches that are different"	"the terminology has changed. I think the amount of work…so homework becomes more as they go through the year groups, and for example year seven is very much; posters and sentences, whereas when you come into year nine, ten and eleven it's much more essay, descriptive…that type, and evaluative more" "I think when looking at my pupils in front of me, they prefer being physically active than being in the classroom.	"In the GCSE courses we have specific tasks to help with extended writing, and again we tap into resources within the school like the literacy co-ordinator has provided the frameworks for persuasive writing" "We are using pupil profiles and we are hoping to increase the use of video footage, and that would enable you to video children working at the start at year seven, and you would then have some way of observing and	"for years seven, eight and nine with those key cards…the children will choose from a number of different speaking frames they can use; say on evaluation, and they can choose the one that is appropriate to them. So for the less able, if they have got a lower reading age they will stick to the more basic framework. But then there is extension work for the more able in the class to take it further, so it might be a longer sentence or they will give more of an explanation of why they

		Especially as soon as you come to GCSE and A Level, because from year seven to year nine they have only been practically active, from ten and eleven they have got three lessons in a classroom and two in practical, and then when it comes to sixth form they have got no practical…other than how you practically change things in the classroom. They will say that they miss that"	evidencing any progress you make" "the key stage three is very oracy based; a bit of literacy, a bit of reading, very small amounts of writing" "both BTEC and GCSE do have to address extended answers and so you have to develop their literacy" "But there is more written and reading at key stage four"	thought it was good. So it just goes into more detail"
Feedback	"I think they get as much out of peer feedback and talking about these things as a group" "I think a big focus is to try and internalise that for the pupil" "we don't want to make this visual and comparable" "My big worry about	"I would say that the majority of schools now are doing peer assessment and peer discussions and I think they are working really well" "strategies such as two stars and a wish or two strengths and an area of development"	"very much verbal. They get written feedback in terms of their reports. But it will be very instant and very verbal feedback, and that is why we work in pairs as they get very instant feedback" "Two stars and a wish they know well and they use well"	"the feedback to the teacher, so that they are hitting specific key vocabulary" "We have got a system of reward in school where if a student does something well they can have an R1 (reward one). If it is something exceptional, two and then three"

	rewarding externally and making a big thing about praise is; whilst I'm praising this person, how is it making everybody else feel?"	"We've got an area for development, not a weakness. So changing that terminology is making pupils think 'right this isn't a weakness, it's something I need to develop. But it is just changing that mind-set, which seems to have worked better, and the pupils are identifying that, not just the teachers" "at the end of each activity they do an evaluative" "At the end of the lesson I pick two or three people out and they have a merit system in our school. They get a merit for it" "If someone has really done something good and they have been working really hard then I will share it with other people because I think it is important that I am	"We use merits as rewards. There is a prize pot, they get prize pots. They might get to choose the activities that they are doing, so there is lots of rewards" "So you get lots of verbal feedback. Key stage four, GCSE; the feedback as well as being verbal, it is targeted" "The feedback there of being able to instantly show and talk and discuss...that is where we are going; that is in our development plan" "There are some children who do not like being praised because it embarrasses them. So you quietly say; that was lovely, well done. You cannot be too generous in your praise, praise has to be earned, and it has to be at the right level. You can't say that	"we are careful of when we use stopping everybody, or if it is just pulling them aside on their own and saying; that was a really good answer there, and letting them know that what they are answering has stemmed from GCSE. I think that has been quite rewarding for a lot of the students" "there is no one teacher who is isolated on their own, who is just doing something that no-one else will ever see because there are often times where the two female staff will be together, or two male staff, or male-female will be on" "there is a lot of sharing practice and we take good bits from each other"

		highlighting to the group that I am picking up on good evaluative skills" "they have got speaking frames as well, if they are struggling they can use them as well. But they are all used to saying it now, so they all have the confidence to speak in front of the class, because it has worked up from just in their pairs, then to the tools, then to the thoughts. It has been built up so that their confident in that setting"	is wonderful if it is just good. If it is good, say it is good. I do think that should not be anything wrong that when you see something excellent you say it"	
How pupils learn in PE	"I certainly think by being active you can create good learning and positive motivational climates" "It is about embedding literacy so that it becomes throughout the lesson and it is constantly being focused on, it is not talking away from the activeness of the lesson. So if I was looking at the PE lesson of one of my colleagues the	"Speaking – I think confidence is a massive thing in speaking. What I like about PE is that people's confidence in speaking has improved dramatically though the evaluative skills, so evaluating performance, speaking about it and giving them feedback" "but drip feeding it	"You might group more able with less able if that was going to help with whatever they were developing. But there will come a time where even to improve their linguistic skills or their problem solving skills, or their numeracy skills, or their physical skills, you would happen to maybe put them in a like group	"they are reading then to see what they can do to move up a ladder, or what they have done previously as evidence of; right they have achieved this, that, that and then how do they move onto the next step?" "we have split from years eight and nine,

first thing I would be looking for is; well, have we got them moving? Have we got them engaged? Then it would be about how we underpin literacy"

"I would have a perception that girls are far more confident to have those conversations, whereas boys would ideally just prefer to be active. Not all, but some"

"I sometimes try to get mixed ability groups working together. Sometimes I will get gender groups working together, sometimes I try and get peer groups working together, friendship groups working together"

"students of similar abilities, and you get them to challenge each other"

"mix abilities which get high ability learners maybe helping lower ability learners, trying to engage them and get them motivated"

seemed to be much more successful. It was not successful when we just gave it all to them; they didn't understand it as well and we didn't feedback clearly enough obviously"

"I think when looking at my pupils in front of me, they prefer being physically active than being in the classroom. Especially as soon as you come to GCSE and A Level, because from year seven to year nine they have only been practically active, from ten and eleven they have got three lessons in a classroom and two in practical, and then when it comes to sixth form they have got no practical…other than how you practically change things in the classroom. They will say that they miss that"

"I'd say girls enjoy the evaluative…they are

of ability to challenge and also to give them the opportunity to work co-operatively. Because it's when they are working together, in pairs and in groups...you know it's that teamwork element, which is sport anyway, but it's the...literacy in classrooms is based around group work and so it is the group work you do in lessons as you are developing skills and understanding"

"In gymnastics, as soon as children see themselves perform; you can tell them until they are blue in the face, point your toes, and you get nowhere. As soon as they see they change like that"

"I am a firm believer in; I hear I forget, I see I remember, I do I understand"

"the boys do better in

going into year ten, we have a boy's fully competitive group, which is one class, a girls fully competitive group, which is another class, and then we have a group of mixed ability which is mixed sex, and they are not really that concerned with competition. We have found that the level of enjoyment in the lessons and participation has increased greatly because they are not always"
"performing against the best in the class, and they are far keener to interact with each other instead of maybe being held at the side lines"

"the boys did not mind the smaller groups, but they also did not mind speaking in front of, say a year group in the changing room after rugby. But it does come down to what the

		much better at descriptive; describing it and writing it down. Confidence wise boys are better at speaking. It takes a lot longer to change the vocabulary of boys though, than girls. Girls in my view tend to pick up the sentence structures, and they'll go with them. Boys get bored quite quickly. So they just want to say it"	GCSE PE than the girls do, and then next year it will flip around"	teacher is doing, because if the teacher is not reinforcing the oracy skills and what is being put in place to develop those skills, then obviously it is going to have a massive impact on the children; that they do not actually pick up on it then"
	"friendship groups can make people more engaged, they feel much more comfortable"			
		"Boys are much more physically active in lessons than girls"		
		"boys like competition…on the whole now; generalise. Girls…the majority of them do not like competition"		
		"Girls like slower consolidation a lot more before they move on. Enjoyment…girls see it as in more lifelong skills. Boys are much more competitive in the		

		activities that they enjoy. I think it is much easier to teach boys than girls, because boys are enthusiastic when they come into your lesson. Girls; you have got to enthuse them" "The Talking Toolkit course made me think about all that and letting the children in on the secret, and telling them what I am looking for and telling them what is good"		