**Goal setting**

* What is the aim of the session?
* Was this decided at the session planning stage or after a period of observation & analysis
* Appropriate achievable negotiated assessable

**Observation and analysis**

* At what points in the session was the coach observing and analysing the students’ performance?
* Where was the coach positioned during the above?
* What tasks were used to facilitate deductive analysis?

**We can use the different learning styles to encourage whole learning?**

* Pragmatist ?? WHY
* Reflector Visual SEE
* Activist Kineasthethic DO
* Theorist Audio UNDERSTAND

**Identify different teaching strategies**

* Command Coach led tasks
* Practice Coach sets tasks that allow students to repeat the skill allowing improvement

Guided discovery Coach sets tasks to allow the student to discover the answer

 Coach is ready for a range of answers, and be able to react to them

**Feedback tools**

Self check Students work individually using precise checks set by the coach. (Make sure the checks work for the individual not the coach)

Reciprocal Paired work where the partner observes the checks and gives feedback (Check quality of feedback)

**Practice**

* What was the mixture of blocked and varied practice?
* Talk to action ratio?

**Feedback**

Questions answered? Intrinsic (self) encouraged. Extrinsic (coach)provided when needed? Positive reinforcement? Poor practice corrected quietly after activity Delay loops? Feedback given to the whole group or individuals?

**Conclusion**

Reflective and linked to future?