**Supplementary material 4. Pedagogical fidelity checklist**

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| **Motor-learning-related items** | **Lesson Quartiles** |
|  | **Pedagogy A** | **Sliding Scale** | **Pedagogy B** | **Q1** | **Q2** | **Q3** | **Q4** |
| 1 | To support learning of fundamental movement skills PE teacher/coach will manipulate the child’s movements through breaking the skill into component parts | **1 2 3 4 5** | To support the emergence of functional movement solutions the PE teacher/coach will manipulate the task or environment but not the child |  |  |  |  |
| 2 | Children learn skill first in closed decontextualized environments then apply new skills in a performance environment | **1 2 3 4 5** | Movements are always learnt in context (music, storytelling, scenarios or games) |  |  |  |  |
| 3 | All children transition between activities and task at roughly the same time | **1 2 3 4 5** | Transitions may be whole class, group of children or individual child and involve manipulations of tasks and activities but could on the surface be quite minor |  |  |  |  |
| 4 | PE teacher/coach controls what equipment is used and when it is introduced to the children | **1 2 3 4 5** | PE teacher/coach allows the children to choose which equipment to use and when they want to use it to help with finding solution to the task |  |  |  |  |
| 5 | Demonstrations of fundamental movement skill by adult or a competent child is preferred option in closed environment | **1 2 3 4 5** | Demonstration are done in context to encourage children to explore unique performance solutions  |  |  |  |  |
| 6 | The use of verbal instruction is prescriptive and focused on correct technical movement pattern | **1 2 3 4 5** | Verbal instruction is short and not prescriptive, focused on the environment or task |  |  |  |  |
| 7 | Feedback is skill focused and prescriptive to learn ideal template | **1 2 3 4 5** | Feedback is used to support alternative functional movement solutions  |  |  |  |  |
|  |  | Global items |  |
|  | **Pedagogy A** | **Sliding Scale** | **Pedagogy B** |
| 1 | Teacher prescribes children to perform fundamental movement skill or set of fundamental movement skills.Children learn an optimal movement template or technique of a particular skill or series of skills | **1 2 3 4 5** | Teacher creates an environment for children to perform functional movement solutions through interaction with the environment and task.Children learn to explore and interact with their environment to find functional solutions |
| 2 | Lesson progression is through clear and linear structure, warm up, drills, game/performance and cool down | **1 2 3 4 5** | Lesson evolves through storytelling, scenarios or games |