**Weald CPS: Assessment in PE**

**Overview**

Assessment is essential and integral to effective teaching and learning in physical education as it provides information on students’ strengths, weaknesses, and educational requirements, which informs future planning and teaching. Feedback from assessment has been recognised for increasing pupil motivation and engagement in physical education and helps create a positive learning environment.

**The purpose**

PE at Weald is most importantly to develop a child’s ability by feeding back and developing children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities/sports.

**From reception to year 6**

* Our aim is developing the children’s confidence, competence and knowledge in a range of sports and activities.
* We start by teaching the fundamental movement skills in KS1 and then applying these to a select range of sports and activities so that pupils develop confidence and competence in these areas.
* By the end of year 6 children would have been given opportunities to participate in a range of enjoyable physical activities, to be taught and understand the benefits of physical activity in living a healthy lifestyle, to improve the competence, self-esteem and confidence of the pupils so they are more likely to continue being physically active throughout the rest of their lives.
* We want our children to successfully engage in the [KS3 and KS4 curriculum](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf) for PE and have the knowledge of rules, strategies and tactics and their understanding of healthy participation so that they are able to succeed and excel in a range of sports and physical activities beyond our school.

**Three types of Assessment**

* **Norm referenced assessment -** Norm Referenced assessment is when students are compared with one another. This form of assessment has been regarded as ‘group centred’, as comparisons within the group are made to establish how successful the pupil is in relation to others of the same age. However, Norm Referencing assessment has been criticised, as the goal for learning is a moving target due to other pupils’ performances determining the standard of learning.
* **Criterion Referenced Assessment -** Criterion Referenced assessment is comparing pupils performance to a predetermined criteria or standard. For example, in the UK the National Curriculum’s attainment targets/level descriptors
* **Ipsative Referencing assessment-** Ipsative Referencing assessment compares a pupil’s current performance with their previous performance in the same activity. Ipsative Referencing is regarded as ‘child cantered’, as pupils focus on beating their previous achievement, which is useful for recording learning and progress.

**Formative assessment** is the ‘ongoing’ assessment taking place during teaching/learning situations in PE. It is important as it involves providing pupils with constructive feedback, diagnosing future learning needs, describing students’ progress, and determining their strengths and weaknesses.

At Weald formative assessment takes the form of:

* Instant verbal feedback
* Observing demonstrations of ability
* Pupils sharing of knowledge through questioning e.g., what types of passes could I use.
* And in the higher years planning and carrying out teaching of sport through leadership.

In order to help teachers get a clear idea of progress and ability these elements are used when assessing:

* Being clear about what you are assessing. Make sure that students know what skills and concepts they are being assessed on and what the criteria for success are.
* Use a variety of assessment methods, helping to get a more complete picture of students’ learning over time.
* Providing students with opportunities to practise their skills and receive feedback to improve.
* Being fair and objective in assessments and not judging against other pupils.

**Summative assessment** is an overall assessment which takes place at the end of a term, unit, or year. Summative assessment is made up of a series of formative assessments in the many areas of PE which in term leads to an overall achievement at the end of the year.

At Weald summative assessment takes the form of:

* Unit assessments e.g., have they met the expected standard in that unit of PE.
* End of year grades – emg, exp, exc

**The promotion of physical activity is delivered through:**

* Physical education lessons led by members of staff, or swimming teachers who are confident and skilled in delivering lessons.
* Cross curricular links in our curriculum – Early years foundation stage programme, PE, PSHE and outdoor education.
* Extra-curricular clubs run through our after-school provision which change each term.
* Lunchtime activities
* Competitions through our partnerships with Sevenoaks and Tonbridge sports partnership, our local cluster of schools and links with Sevenoaks School.

**Pupils with SEND**

* Must have access to high-quality physical education.
* PE is an important part of a well-rounded education and can help pupils with SEND to develop their physical skills, confidence, and self-esteem.
* At Weald we make reasonable adjustments to PE lessons so that all pupils can participate and benefit.
* This could involve adapting the activities, providing one-on-one support, breaking down the activities into smaller steps, or providing alternative activities.
* When assessing children with SEND we might use ipsative referencing assessment which compares a pupil’s current performance with their previous performance in the same activity.
* Ipsative referencing is regarded as ‘child cantered’, as pupils focus on beating their previous achievement, which is useful for recording learning and progress and motivates children to succeed because they can succeed.

**Assessment via pupil voice**

* What have you been studying in PE?
* Do you enjoy PE lesson (1-10. Why/why not?)
* What is your favorite aspect of PE?
* How often do you do PE?
* What does it mean to be physically literate?
* How would you find out more about a sport?

**Marking Policy**

* There is a standardised approach across all year groups which is as follows:
* Work stamped across applicable subjects with a 3-sided stampers denoting independent, supported or verbal feedback.
* Work stamped across applicable subjects with a smiley face stamper for self-assessment (green, amber, red).
* Staff can provide written feedback if necessary, using a green pen for praise or a pink pen for further comments.
* Children respond to marking or peer edit using purple pens.
* Staff will highlight sections of written material in a highlighter pen to show areas of a child’s work where the learning objective has been achieved.
* In areas of the curriculum where the above is not possible (such as PE), photos or online assessment maybe used in accordance to their policy.

**Character Education**

* Weald CPS’ characterqualities which will engender high quality History enquiry are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**