

ASSESSMENT IN P.E.



National Curriculum

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject Content

Key stage 1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

At St John's we recognise that PE is predominantly a practical subject and therefore needs to be assessed in a different way to other subjects. A child may be creative and enjoy gymnastics or dance performances, others may excel at team sports. Children may enjoy taking part in sport activities but not enjoy competing. In PE, we assess without levels. Assessment needs to take into consideration what pupils can 'do' as well as recording the progress made over a specific time period.

Assessment in PE takes into consideration:

- **Skills:** fundamentals; agility, balance, coordination, sending and receiving skills, fine and gross motor skills, creative skills, attacking and defending principles, hand eye coordination, striking and fielding, athletic movements; running, jumping and throwing.
- **Knowledge:** understanding attacking and defending, knowledge of rules, scoring and tactics in both individual and team sports, application of skills into a game or sporting context, being able to lead and communicate as part of a team.
- **Experiences:** such as sports festivals, Sports Day, After-school PE clubs, inter- and intra- competitions, Sports Leaders, cricket and tennis lessons and swimming.

A wide range of planning tools from different schemes of work, sporting governing bodies, specific FUNs programs, and online coaching platforms are used to offer a wide range of games, challenges and activities for the children. The National Curriculum attainment targets are used (as mentioned earlier in Aims and Subject Content).

When assessing PE (particularly in EYFS and KS1) pupils learn the ABCs of fundamental movement skills (Agility, Balance and Coordination). This includes fine and gross motor skills. Once pupils in KS1 have a good understanding of their core skills, they learn to link them together and apply them in a sporting context.

In KS2, pupils start to transfer these skills into more sport specific areas, applying and building on skills acquired in KS1, developing them further and knowing when and which skill to implement (e.g. having a choice of passes and knowing which pass to use in a game of netball).

In KS2, pupils start to understand the basic rules and tactics of games and sports, e.g. attacking and defending principles. They start to apply more accuracy and control in striking and fielding and net/wall games.

They also learn to remember and link movements in gymnastic and dance to create sequences and performances that flow.

An important aspect of PE that pupils begin to practise and develop in UKS2 is the ability to be more reflective by evaluating their own skills, as well as those of their peers.

As well as PE itself, we look to develop pupils' overall involvement and roles in sport at St John'. For example, in UKS2, pupils have the opportunity to become Sports Leaders and take part in refereeing, score keeping and coaching roles.

Assessment in PE has 3 main purposes:

- For children to be aware of their progress and the steps they need to take to develop these.
- To inform teachers and parents of pupils' progress.
- For the school to identify particular strengths and needs and be able to provide intervention where necessary.

In order to assess pupils' progress, different forms of assessment are used:

Formative

Throughout lessons and games, specific and relevant feedback is given to individuals and groups to progress learning as it happens. This allows immediate recognition for the child to understand what is going well, as well as areas they need to develop.

In KS2, peer review can be used to evaluate pupils' own performance as well as that of their peers. This further consolidates their understanding of rules, tactics and skills.

Summative

Summative assessment takes place at the end of module of work and takes into account a child's current progress, improvement and effort, as well as their overall progress over a term and school year.

Where possible, we will try to use reflection time at the end of each PE session to consolidate and enhance children's understanding and help with self-reflection, empowering them to start to evaluating their strengths and areas for improvement. Video and/or photo analysis may be shared with pupils to help with this process.

In both Formative and Summative assessments, the following three factors are taken into account;

- **Norm referenced:** comparing students against one another, and locally/nationally.
- **Criterion referenced:** placing students according to assessment tools and criteria.
- **Ipsative:** taking into account a child's progress or performance in previous activities or skills.