

## Assessment in Physical Education

Assessment is a continual process in physical education lessons at Broughton. Pupils will receive formative assessment in each lesson through the use of:

- Verbal feedback
- Peer assessment
- Self assessment
- Group discussions

### KS3

Pupils are given a progress review grade each term. Before each review, pupils are assessed against the criteria in the grid below. This means pupils are assessed on their following:

- decision making, mental capacity and tactical awareness (**Cognitive me**)
- attitudes towards a healthy and active lifestyle (**Healthy me**)
- physical literacy and movements of the body (**Physical me**)
- effective teamwork and leadership skills (**Social me**)
- emotions, behaviours and self-esteem (**Personal me**)

Pupils will be given a line of best fit, with the overall progress grade coming from the level they are working towards meeting. Unlike other subject areas, this will have a P in front to demonstrate it is a physical grade PA, PH, PL, PF

PA	Physical Advanced Learner
PH	Physical Higher Learner
PI	Physical Intermediate Learner
PF	Physical Foundation Learner

Pupils will also be given an effort grade (1 – 4) to reflect their effort and attitude in every PE lesson.

### KS4

Pupils are given an attitude grade based on their continued effort and participation in physical education lessons. The focus in year 10 is on thriving and striving and in year 11 is creating healthy and active futures.

### GCSE PE

GCSE PE pupils will be given a fine GCSE grade target eg. 6+. The grade they will be given on their review will signify whether they are working above, on or below their fine target. At the end of Year 10 and beyond the grade given on the review will be the projected GCSE outcome based on current performance. They will also be given an effort grade for both theory and practical lessons.

In GCSE practical lessons, pupils are given verbal feedback on their performance every lesson, and a summative grade after each activity area has been completed.

In GCSE theory lessons, formative and summative assessment is received through the use of:

- Whiteboard activities (every lesson)
- End of topic tests with spacing between assessments (every half term minimum)
- 10 question starters (every lesson)
- Mock exams (End of Year 10, December Year 11, Easter Year 11)

Me in PE	Foundation	Intermediate	Higher	Advanced
<p><b>‘Cognitive’</b> (Thinking ME, Creative ME)</p> <p>The cognitive domain refers to tactics, mental capacity, decision making and evaluation.</p>	<ul style="list-style-type: none"> <li>• Applies simple fundamental movement skills in an activity.</li> <li>• Uses simple tactics, strategies and ideas.</li> <li>• Outlines what is good and bad about a performance.</li> <li>• Organises equipment and communicates instructions to others.</li> <li>• Takes risks and learns from mistakes.</li> <li>• Follows simple rules/instructions in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares performances identifying strengths and improvements.</li> <li>• Makes suggestions on how to improve their own and others’ performance.</li> <li>• Confidently leads small group activities.</li> <li>• Makes informed choices about engaging in physical activity.</li> <li>• Suggests ways of making an activity harder and more challenging.</li> <li>• Makes connections between different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the performance of self and others creating plans to improve.</li> <li>• Suggests how different tactics and ideas can be applied in activities.</li> <li>• Demonstrates good levels of imagination and creativity in performances.</li> <li>• Suggests alternative ways to solve problems.</li> <li>• Reflects and acts on feedback</li> <li>• Compares performances against previous ones demonstrating improvements made.</li> <li>• Able to transfer knowledge, adapt and apply this to new/different activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and adapts advanced tactics, rules and ideas in different situations.</li> <li>• Reflects on choices made outlining what worked well, what could have been better and why.</li> <li>• Demonstrates effective decision making under pressure in different activities.</li> <li>• Can use a variety of advanced tactics, ideas and strategies to overcome opponents.</li> <li>• Plans how to make an activity easier or harder to provide challenge.</li> <li>• Sets clear goals and evaluates progress towards them.</li> </ul>
<p><b>‘Physical’</b> (Physical ME)</p> <p>The physical domain refers to the physical literacy and movements of the body.</p>	<ul style="list-style-type: none"> <li>• Uses fundamental simple skills such as throwing, catching, running with some control and success.</li> <li>• Demonstrates a skill/movement when assisted or through instruction.</li> <li>• Performs simple skills in isolation with some control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy.</li> <li>• Chooses, links and combines skills with control and coordination.</li> <li>• Applies fundamental movement skills in different activities.</li> <li>• Applies simple tactics to activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform more complex skills with control, accuracy and fluency.</li> <li>• Changes tactics, strategies and skills to suit changing competitive situations.</li> <li>• Able to choose, link and combine skills and techniques in different situations.</li> <li>• Demonstrates accurate and fluent skills and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination.</li> <li>• Changes skills to suit different situations having a highly influential effect in competitive situations.</li> <li>• Accesses a range of extra-curricular/community opportunities to extend and develop skills and techniques.</li> </ul>
<p><b>‘Healthy’</b> (Healthy ME)</p> <p>The healthy domain refers to the choosing of healthy behaviours and attitudes.</p>	<ul style="list-style-type: none"> <li>• Completes short periods of exercise and can sustain effort in an activity without getting tired.</li> <li>• Dresses appropriately for the activity and environment.</li> <li>• Describes the effects of exercise/warm up on the body.</li> <li>• Identifies some of the major muscles of the body.</li> <li>• Performs a warmup independently</li> </ul>	<ul style="list-style-type: none"> <li>• Can remain active for longer periods of time.</li> <li>• Participates in extra-curricular activities.</li> <li>• Understands why it is important to exercise regularly.</li> <li>• Identifies a range of components of fitness needed to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Is committed and participates in a wide variety of extra-curricular activities and competitive teams.</li> <li>• Understands and demonstrates the short- and long-term effects of exercise.</li> <li>• Shows an understanding of how to improve their health and fitness.</li> <li>• Explains the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it.</li> <li>• Promotes active healthy lifestyle habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate decisions and choices to attend community clubs in their own time.</li> <li>• Demonstrates resilience and physical fitness by remaining active for sustained periods of time promoting health and fitness.</li> <li>• Understands and uses the principles of training to improve fitness.</li> <li>• Applies understanding of H&amp;F by participating in sustained physical activity within and outside of school.</li> <li>• Supports others to choose healthy behaviours.</li> </ul>
<p><b>‘Social’</b> (Social ME)</p> <p>The social domain refers to communications, teamwork, management and leadership.</p>	<ul style="list-style-type: none"> <li>• Works cooperatively with others during lessons.</li> <li>• Communicates what is good about a performance to others.</li> <li>• Can warm up with others in a small group</li> <li>• Sets out and uses equipment safely</li> <li>• Can follow simple rules in an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and works collaboratively with others.</li> <li>• Confidently leads a small group warm up or activity.</li> <li>• Assists with officiating in lessons.</li> <li>• Listens to and responds to feedback from others.</li> <li>• Joins in with all activities even when they find them difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads others with little support when organising or officiating activities.</li> <li>• Provides constructive feedback to others.</li> <li>• Sets realistic and challenging goals.</li> <li>• Regularly volunteers to help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently works independently and with others without the need for support.</li> <li>• Takes the initiative to lead when officiating or leading activities.</li> <li>• Motivates and encourages good values in others.</li> <li>• Shows high levels of confidence, organisation and communication.</li> <li>• Can lead and organise group warm up and games.</li> <li>• Confidently leads in the community on a regular basis.</li> </ul>
<p><b>‘Affective’</b> (Personal ME)</p> <p>The affective domain refers to emotions, behaviours and self-esteem.</p>	<ul style="list-style-type: none"> <li>• Controls own behaviour in a physical activity setting.</li> <li>• Demonstrates a positive approach to learning.</li> <li>• Has confidence to participate in physical activity.</li> <li>• Takes responsibility for their own learning.</li> <li>• Listens to and follows instructions from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows fair play, respect and support for other pupils in the class.</li> <li>• Willing to ask for help when needed and answers questions in front of peers.</li> <li>• Demonstrates self-control and responsibility.</li> <li>• Controls feelings when winning or losing.</li> <li>• Chooses to take part in after school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages emotions during challenging situations.</li> <li>• Supports others in their learning and recognises their needs.</li> <li>• Follows rules and etiquette in competitive games and activities.</li> <li>• Keeps trying even when they find things difficult or make mistakes.</li> <li>• Uses their own experiences to support others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high levels of self-confidence.</li> <li>• Demonstrates clear positive values when participating and leading.</li> <li>• Shows consistent positive learning behaviours demonstrating a range of key values related to physical activity and lifestyle.</li> </ul>