



ASSESSMENT IN PHYSICAL EDUCATION

Assessment is a continual process in physical education lessons at Broughton, it is used to check pupils' understanding in order to inform future teaching and learning.

We assess learning in Physical Education to: 1. Check our curriculum design is appropriate and engaging 2. Check our teaching and learning is effective. 3. Check that all our pupils are making progress.

Pupils are assessed on their ability to perform a range of skills and techniques, their understanding and application of different tactics, strategies, rules and regulations, and their knowledge and understanding of how being physically active affects their health and wellbeing. Teachers routinely assess that pupils are learning and understanding the curriculum through the use of pupil performances, demonstrations, questioning and group discussions.

Pupils receive formative assessment in each lesson through the use of verbal feedback, self and peer assessment and group discussions.

After receiving verbal feedback, pupils are given time in lessons to try and apply it to their performance. Teachers use the information gathered from assessments to review teaching and learning so that any misconceptions are addressed.

KS3

Pupils are assessed to see if they are meeting the curriculum expectations. This is tracked by teachers using the following RAG system:

- Not yet meeting- Does not demonstrate understanding or application of relevant knowledge
- Working towards- Some relevant knowledge is applied and demonstrated, but in need of further development in order to achieve the expected standard
- Working at- Relevant knowledge and understanding are applied and demonstrated
- Excelling- Knowledge and understanding are demonstrated and applied consistently and effectively

KS4

Pupils are given an engagement in learning and behaviour grade based on their continued effort and participation in physical education lessons.

GCSE PE

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. This is a mark out of 20 in line with the OCR GCSE practical assessment specification.

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)

<u>Application of skill and motor competence</u>	<u>Understanding of rules</u>	<u>Analysis of tactics and performance</u>
<p>Not yet meeting - Struggles with fundamental movements which can prevent new skills being performed accurately and consistently in a practice situation.</p>	<p>Not yet meeting - Struggles to recall rules without prompting and forgets to apply them to the game situations.</p>	<p>Not yet meeting - Struggles to recall teaching points of how to perform skills, and does not recognise the difference in their own technique to others.</p>
<p>Working towards - Skills can be demonstrated in practice situation with some accuracy when under limited pressure, but skills require further development, in order to achieve greater consistency.</p>	<p>Working towards - Can recall basic rules with some prompting. Sometimes forgets to apply rules to the game situation.</p>	<p>Working towards - Can recall teaching points with some prompting and can recognise good and bad performance. Can recognise when to attack and when to defend.</p>
<p>Working at - Skills are applied and demonstrated in both practice and game type situations, with accuracy.</p>	<p>Working at - Can recall rules taught without prompting and can apply them to the game situation.</p>	<p>Working at - Can recall teaching points and identify faults in others performance. Makes decisions of when to attack and when to defend with success.</p>
<p>Excelling - Skills are applied and demonstrated accurately, consistently and effectively in pressured situations.</p>	<p>Excelling - Can recall rules in greater depth and apply them to a game situation to aid their own or others performance.</p>	<p>Excelling - Can identify strengths and weakness in others performance and offer suggestions to help. Makes good decisions to attack and defend which positively impact the game.</p>