

The Physical Education Expert Group

Guidance on Assessment: National Curriculum (2014)

Members of the Physical Education Expert Group

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Introduction

The following statement and guidance has been developed by members of the Physical Education Expert Group and highlights key assessment principles outlined in the publication Assessment Principles (DfE, 2014).

Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities. Approaches to assessment must be meaningful and embedded throughout a high quality physical education curriculum; which enables learners to make progress and improve their attainment. Although locally determined and child-centred, physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum.

The National Curriculum (2014)

The National Curriculum (2014) sets out the aims, purpose of study and content for physical education. Although it does not specify a detailed overview of the nature and content of learning, it presents the expectations that pupils should reach by the end of each key stage. These expectations are considered a *minimum* entitlement and schools should be encouraged to devise a curriculum programme that is aspirational and is based on the needs of its pupils.

The statements below outline the key attainment targets for each key stage within the physical education programme of study:

Key Stage One: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Key Stage Two: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Key Stage Three: Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity

Key Stage Four: Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Teachers need to consider the key areas of learning and assessment that characterises each key stage (see tables 1 and 2 below). Each key stage identifies the key areas for learning and assessment in physical education, as depicted by the attainment targets in the programme of study.

Table 1: Primary physical education key areas for assessment

Key Stage 1 Develop fundamental movement Physically motivated and confident Socially engaged	Key Stage 2 Applies and develops movement Effective in working together Reflective learners
<ul style="list-style-type: none"> • Fundamental movement skills • Agility, balance and coordination • Competes with self • Competes with others • Cooperates with others • Physical confidence • Can evaluate and recognise success 	<ul style="list-style-type: none"> • Apply skills in different ways • Link and sequence actions • Communicate • Collaborate • Compete • How to improve in sports and activities • Evaluate and recognise success

Table 2: Secondary Physical Education key areas for assessment

Key Stage 3 Physically confident Physically skilful Breadth of experiences Health and enjoyment	Key Stage 4 Self-Challenge Physical fitness Decision making
<ul style="list-style-type: none"> • Physically competent • Expert techniques • Apply across a broad range • Effective performance • Confident and interested • Benefits of physical activity 	<ul style="list-style-type: none"> • Complex • Demanding • Range of activities • Personal fitness • Health

Assessment Principles

Give reliable information to parents about how their child, and their child's school, is performing

- a) **Allows for meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.**

Physical Education Context: This refers to pupils' progress in physical education linked to the attainment statements outlined within the programme of study. These statements detail the assessment focus for each key stage as a *minimum entitlement* for pupils (see tables 1 & 2). Schools are encouraged to extend and challenge their learners through assessment beyond this statutory entitlement and across a broad and balanced curriculum.

As a minimum expectation, teachers are required to track pupils' progress across the areas of learning in the attainment target (see table 1).

Key questions from this assessment principle:

- Do you know the key assessment areas for each key stage?
- How does your curriculum enable these areas of learning to be developed regularly, and progressively, across the key phases?
- Do you track pupils' progress across these areas?

- Do you challenge and extend learning beyond the minimum entitlement, which supports the vision of being physically educated within your school context?
- Who is involved in tracking pupils' progress in your school (i.e. teacher, coaches, swimming teacher, parent helpers, pupils etc.)?

b) Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.

Physical Education Context: Assessment in physical education should record information in a way that is easily understood by pupils, parents and other colleagues. Quantitative assessment may be appropriate in key stages that require subject examination and formal national testing (i.e. at KS4). Each child should have, as a minimum entitlement, evidence tracked against their progress towards the statutory key stage attainment target (see the above principle for what this should include at each key stage).

For example, at key stage one how have pupils progressed in their fundamental movement skill learning across Year one and two? How do you know? Do teachers use observational check tools or video evidence to profile a child as they make progress?

Key questions from this assessment principle:

- How do you record pupils' progress in physical education?
- Do you record progress in a broad and balanced range of activity areas?
- How often does the monitoring of progress in physical education take place?

- Is evidence of pupil learning shared with parents, pupils and other teachers and if so, how?
- Are the recording systems used easily understood and meaningful? How do you know and how are these evaluated?

c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

Physical Education Context: Inclusive teaching approaches should always be adopted when planning for physical education. Assessment and review of the learning outcomes need to be linked to the needs of the child and the statutory national curriculum guidance. For example, at KS1, pupils' progress should be recognised in regards to development across the fundamental movement skills of running, jumping, throwing, and catching. Assessment can help identify children who do not make progress against these outcomes as well as those exceeding expected progress i.e. which children are struggling with performing the skill with balance and coordination and which are adopting more specialised techniques. Appropriate and differentiated intervention should be applied to ensure maximum progress is made for all pupils. Assessment therefore, is used to inform planning and enables learning to meet pupils' needs.

Key questions from this assessment principle:

- Are learning outcomes achievable for all learners?
- Is differentiation used effectively to help learners make progress?
- If pupils are not making progress, how are they supported?

- If children exceed expectations, how are they challenged further?
- How is enrichment opportunities used outside the curriculum to support or extend learners?
- Do assessment approaches allow for all learners to be effectively monitored?

d) Assessment information is reliable and free from bias.

Physical Education Context: Teachers should adopt a range of assessment approaches that motivate young people to make progress e.g. pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, PE journals, whole class discussion and teacher assessments. Evidence collected on pupil progress should be free from bias and reflect the breadth of learning within the physical education curriculum. Teachers and pupils should consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these domains.

Key questions from this assessment principle:

- What approaches do you use in physical education to monitor and measure progress?
- Are pupils involved in the assessment of their own and others' work?
- How do you reduce bias from your assessment and ensure consistency across your assessment processes?
- Is there a process of moderation that takes place in your school to ensure assessment is consistent and fair? How often does moderation and discussion amongst colleagues take place?

Help drive improvement for pupils and teachers

a) Are closely linked to improving the quality of teaching.

Physical Education Context: Assessment is embedded within every lesson and includes clear objectives for learning, activities that support pupils' progress to meet the learning objectives, and success criteria that challenge learners. Progression for learning is planned across the whole physical education curriculum and may support the learning in other curriculum subjects e.g. aspects of literacy, number, use of space, shape and measure.

Key questions from this assessment principle:

- What does a physically educated child look like at the end of your physical education programme? Does your school have a vision for this and how is this embedded across the physical education your children experience?
- Is there clear progression for learning across the whole physical education curriculum, mapped across a whole school scheme of work?
- What aspects of learning characterise each key stage and each year group?
- Are clear learning outcomes identified in each medium term plan that are linked to the minimum assessment focus for each key stage and clearly identify the knowledge, skills and understanding for that key stage / year group?

b) Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

High quality and regular feedback is a feature of every learning experience in physical education. It is used to help make pupils aware of the progress they are making and recognise what they need to do improve. Pupils are integral to the target setting process which motivates them to make progress and improve their attainment. Young people can access feedback from the teacher, other adults working in physical education (coaches, teaching assistants, young leaders etc.), other young people, or from self-reflection (perhaps through the use of technology assisted resources). Through feedback, pupils understand what they can do well and what they need to do to improve and make progress.

Key questions from this assessment principle:

- How do you feedback to pupils on their progress?
- How often does this happen?
- Where does feedback occur and in what form?
- What resources or tools do you use to support pupil feedback?
- Are pupils given opportunities to act on the feedback they have been given, if so how and when?

c) Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Physical Education Context: Teachers and schools must be able to evidence and demonstrate the ongoing progress that a child makes through a range of recordable measures. These might include, for example, recording through use of mobile technology, pupil journals, peer written

reflections, photographic evidence, practical performance and teacher observations. Detailed evidence can be used to help inform a teacher's judgement regarding pupils' progress across the attainment target for their key stage.

Pupils should have a clear understanding of how they can make progress with clear exemplification of standards and expectations. Evidence about pupil progress should travel with the pupil as they progress through a year group or key stage phase.

Key questions from this assessment principle:

- What different forms of evidence do you have to demonstrate pupil learning and progression?
- How are pupil assessments transferred to different teachers as the pupil progresses through each year, key stage or school?
- How do pupils know if they have made progress?

Make sure the school is keeping up with external best practice and innovation

- a) Assessment approaches are created in consultation with those delivering best practice locally.
- b) Assessment approaches are created in consideration of, and are benchmarked against, international best practice.

Physical Education Context: Teachers and schools have a responsibility to engage with regular and continuous professional learning in physical education in order to improve subject knowledge and their understanding of effective assessment approaches. Assessment should be regularly reviewed, discussed and moderated in the school and across schools (where possible).

Key questions from this assessment principle:

- How often do you review your assessment approaches in physical education?
- Is high quality professional learning in physical education a regular feature within staff development; who attends and how is this disseminated in the school / across schools?
- Do all staff have a secure understanding of what progress looks like for physical education and how is this exemplified?
- How are discussions and professional learning shared and moderated with colleagues within your school?
- Do you discuss, share and moderate with colleagues in different schools? If so, how is this facilitated?

Key Documents

- Department for Education (2013) *Primary National Curriculum* Crown Copyright
- Department for Education (2014) *Assessment Principles* Crown Copyright
- Department for Education (2014) *Progress 8 school performance measure: Information for school leaders and governing bodies of maintained schools, academies and free schools* Crown Copyright
- Department for Education (2014) *Reforming assessment and accountability for primary schools: Government response to consultation on primary school assessment and accountability* Crown Copyright
- Frapwell, A. (2014). National Curriculum 2014 and Assessing without Levels *Physical Education Matters* Spring 2014, 18-19
- NAHT (2014) *Report of the NAHT Commission on Assessment* Sussex: NAHT
- Youth Sport Trust (2010) *Ten Steps to Effective Assessment in Physical Education* Loughborough: YST

Appendix: Checklist for Physical Education Coordinators and Subject and School Leadership

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Allows for meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.	Do you know the key assessment areas for each key stage?	
	How does your curriculum enable these areas of learning to be developed regularly and progressively across the key phases?	
	Do you track pupils' progress across these areas?	
	Do you challenge and extend learning beyond the minimum entitlement, which supports the vision of being physically educated within your school context?	
	Who is involved in tracking pupils' progress in your school (e.g. teacher, coaches, swimming teacher, parent helpers, pupils etc.)?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment	How do you record pupils' progress in physical education?	
	Do you record progress in a broad and balanced range of activity areas?	
	Is evidence of pupil learning shared with parents, pupils and other teachers and if so, how?	
	Are the recording systems used easily understood and meaningful? How do you know and how are these evaluated?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Differentiation of attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling	Are learning outcomes achievable for all learners?	
	Is differentiation used effectively to help learners make progress?	
	If pupils are not making progress, how are they supported?	
	If children exceed expectations, how are they challenged further?	
	How is enrichment opportunities used outside the curriculum to support or extend learners?	
	Do assessment approaches allow for all learners to be effectively monitored?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Assessment information is reliable and free from bias	What approaches do you use in physical education to monitor and measure progress?	
	Are pupils involved in the assessment of their own and others' work?	
	How do you reduce bias from your assessment and ensure consistency across your assessment processes?	
	Is there a process of moderation that takes place in your school to ensure assessment is consistent and fair? How often does moderation and discussion amongst colleagues take place? Do you share key findings with Governors?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Assessment is closely linked to improving the quality of teaching	<p>What does a physically educated child look like at the end of your physical education programme? Does your school have a vision for this, and how is this embedded across the physical education your children experience?</p>	
	<p>Is there clear progression for learning across the whole physical education curriculum, mapped across a whole school scheme of work?</p>	
	<p>What aspects of learning characterises each key stage and each year group?</p>	
	<p>Are clear learning outcomes identified in each medium term plan that are linked to the minimum assessment focus for each key stage and clearly identifies the knowledge, skills and understanding for that key stage / year group? Are key Learning outcomes and success criteria displayed for Pupils / parents to see?</p>	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Feedback to pupils contributes to improved learning and is focused on specific and tangible objectives	How do you feedback to pupils on their progress?	
	How often does this happen?	
	Where does feedback occur and in what form?	
	What resources or tools do you use to support pupil feedback?	
	Are pupils given opportunities to act on the feedback they have been given, if so how and when?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time	What different forms of evidence do you have to demonstrate pupil learning and progression?	
	How are pupil assessments transferred to different teachers as the pupil progresses through each year, key stage or school?	
	How do pupils know if they have made progress?	

Assessment Principle	Key Questions	Evidence for Meeting this Principle / Possible Action
Assessment is created in consultation with those delivering best practice locally	How often do you review your assessment approaches in physical education?	
	Is high quality professional learning in physical education a regular feature within staff development; who attends and how is this disseminated in the school / across schools?	
Assessment is created in consideration of, and are benchmarked against, international best practice	Do all staff have a secure understanding of what progress looks like for physical education and how is this exemplified?	
	How are discussions and professional learning shared and moderated with colleagues within your school?	
	Do you discuss, share and moderate with colleagues in different schools? If so how is this facilitated?	