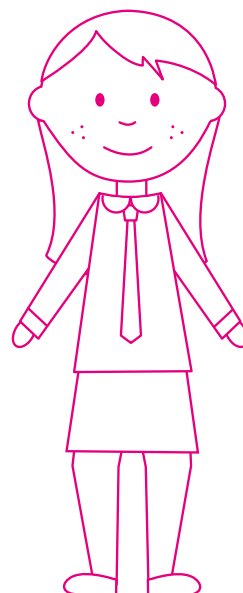
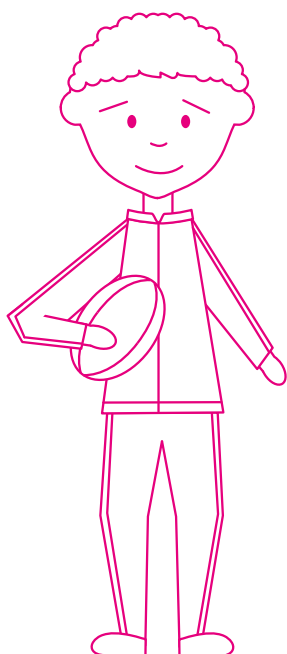




ASSESSING WITHOUT LEVELS IN PHYSICAL EDUCATION



INTRODUCTION

In May 2013, the Secretary of State for Education announced:

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced."

This policy decision followed recommendations from the National Curriculum Expert Panel (DfE: 2011) chaired by Tim Oates. This announcement made it clear that central government was no longer going to dictate how schools should record and report progress between statutory tests.

Some schools embraced this opportunity to shape assessment, however for many schools and many Physical Education (PE) departments; senior leaders, subject leaders and teachers were left uncertain on how to carry out the task of assessing pupil progress, waiting for future guidance from the DfE.

In response to the announcement the NAHT made the decision to develop an independent commission on testing and assessment. Their report provides a series of recommendations, a set of principles of good assessment and a design checklist for a practical assessment framework. The report can be found here:

www.naht.org.uk/assets/assessment-commission-report.pdf

The Youth Sport Trust focussed their time on developing an Assessment Working Group, made up of a series of Subject Leaders and PE Practitioners from secondary schools across England to support schools and PE Departments to develop assessment frameworks in PE.

Through their involvement in the working group, the schools reviewed their current practice, explored new approaches to assessment, trialled different systems in their PE departments, and gathered evidence to assess the impact of their changes. Examples of their work are included in this guide and should be viewed as work in progress.



HOW TO USE THIS RESOURCE

KEY POINTS

This resource is designed to support PE Departments in developing their approach to assessing learning in young people. It will take you through a process of reviewing and questioning your current assessment system, whilst asking you to identify what is important to your learners and your PE department to support you in shaping your revised assessment framework. Ideally this review should involve all teachers of PE, to ensure that there is buy in from all teachers for any revised approach that you agree to take.

The guide is not prescriptive, nor should the examples simply be copied. They are best used to stimulate discussion within PE departments and to support schools to develop processes and systems that suit their own needs and those of their learners.

Each case study provides an insight into:

- Why the school wanted to change its assessment system
- The process it went through in implementing the revised assessment system; and
- The impact the changes have made

Involve your entire Department in the review of your current assessment system and deciding what your areas of focus are.

As with any new approach, pilot it first with a class to allow you to make changes and tweak the system before you implement it across all year groups and classes.

Keep your Senior Leadership Team informed of any new approach that you are considering taking. This will ensure that any new assessment system supports and links into (and possibly even shapes) the whole school Assessment, Recording and Reporting system.

Keep it simple; only assess areas that are important for you as a teacher to develop in your learners.

Avoid the temptation to over assess, too many areas to assess means it turns into a data collection exercise, instead of it being able to inform you and your department's teaching and learning.

Monitor the impact of any changes that you make, as they should inform you of progress in learning, changes that may need to be made to the curriculum and/or pedagogy and any professional learning requirements of your teaching staff.



WHAT DOES QUALITY ASSESSMENT LOOK LIKE?

Often, assessment is used to 'prove' whole school improvement, or we confuse assessment with recording and reporting. The most powerful assessment processes and systems do much more than that. They:

- have the learner at the heart
- are integral to teaching and learning
- are ongoing and not episodic
- provide a view of the whole learner
- allow comparisons to be made with other learners, subject areas and schools
- help the learner recognise their areas of strength and development
- support the learner to identify how to improve
- give a school, department and teacher a rounded view of a learner
- enable teachers to shape their teaching so that they meet every learners need
- allow judgements to be made against the subject content at each Key Stage of the PE National Curriculum (where appropriate)

Considering the above points, how fit for purpose is your current assessment system?

What are its areas of strength and areas of development?



DEVELOPING YOUR ASSESSMENT SYSTEM

The secondary schools in the working group went through a rigorous self review, action planning and evaluation process as part of the project. Each school tackled their issues very differently, depending upon their structure and needs of their learners, but a series of common themes emerged and the framework that they were taken through forms the basis of this resource.

Assessment at its most simplest is:

KEY PROCESS OF ASSESSMENT



Dylan Williams

With the above model in mind what do your learners currently look like after 5 years (390 hours) of secondary PE?

TIP: Focus on the whole learner. What do you they currently look like in their:

- physical literacy skills, knowledge & understanding?
- attitudes and habits? (including health and well being outcomes)
- life skills?

What do you want your learners to look like after 390 hours (5 years) of PE?

TIP: Again focus on the whole learner. What do you want them to look like in their:

- physical literacy skills, knowledge & understanding?
- attitudes and habits? (including health and well being outcomes)
- life skills?

DEVELOPING YOUR ASSESSMENT SYSTEM

Independent learners

Respectful

Engaged

Empathetic

Self worth

Determined

Creative

Resilient

Good communicators

Analytical

Team player

Active

Integrity

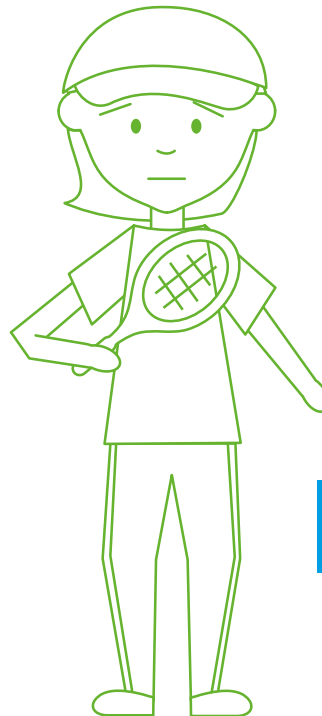
Self belief

Can do attitude

Innovative

Problem solvers

Physically literate



DEVELOPING YOUR ASSESSMENT SYSTEM

How do your two models of 'current' and 'after' compare? What are the areas of similarity and difference?

How do your two models compare to what your learners want to look like after 5 years of PE?

How much of a focus does your current assessment system have on these aspects?

If there is an insufficient focus what do you tend to over assess?

Traditionally as a subject we tend to over assess the physical i.e. skill development, thus getting the peaks and troughs in our assessment profiles, however if we just assess the physical are we truly assessing learning within a lesson and over time?

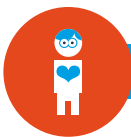
Three common themes emerged from the schools involved in the working group when they focussed on what they wanted their learners to look like.

HEAD/HEART/HANDS...ARE THEY?



HEAD - Thinking/Creative

- Decision makers
- Analytical
- Confident
- Independent thinkers



HEART - Social/Emotional/Health

- Involved/engaged
- Showing positive behaviours/attitudes
- Developing character/values
- Developing healthy active lifestyles - habits



HANDS - Physical/Competent

- Physically literate
- Age/stage relevant - development
- Physically active
- Competitive

Key point: If these are the things that you hold most dear you must find a way of assessing, recording and reporting progress in these key areas.

The following pages contain examples of assessing without levels that a group of schools explored, piloted and refined. Many of the examples are work in progress and have been produced to promote learning in areas of development for their learners.

CASE STUDY SCHOOL

Bridgemary School

CONTEXT

- Bridgemary School opened as an academy on the site of the predecessor school in September 2012. It is sponsored by The Kemnal Academies Trust (TKAT).
- It is smaller than the average-sized secondary school.
- Most students are from a White British background and the proportion of students who speak English as an additional language is low compared with other schools.
- The proportion of disabled students and those with special educational needs supported through school action is lower than average.
- The proportion of students supported through school action plus or with a statement of special educational needs is slightly above average.
- The proportion of students who are known to be eligible for support through the pupil premium, which is additional government funding provided for students known to be eligible for free school meals, children who are looked after by the local authority and children of service families, is higher than the national average.
- The school holds Sportsmark, Healthy Schools, Artsmark Gold, International Schools and Eco Silver awards.

EXPECTED OUTCOMES FOR THEIR LEARNERS

Bridgemary PE department wanted to develop students that reflected the departmental ethos; they wanted the young people to be well rounded individuals, not only for their five years at Bridgemary but for when they move into further education and employment.

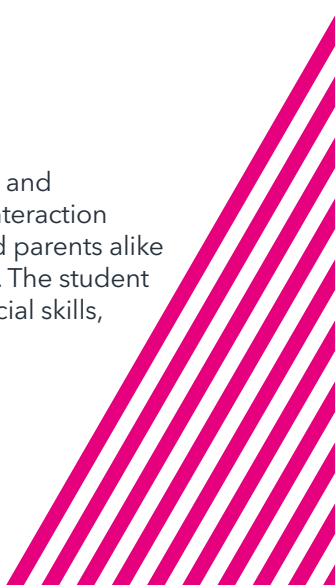
As a department they believe physical education is more than just being good at sport, physical education creates opportunity for students to develop their 'Head, Heart and Hands'. Students should not only be physically literate but should possess communication, leadership and social skills, and learners should acquire confidence and a positive attitude towards the subject and their peers. Skills and attitudes that will support them in their next stage of learning or employment and for a lifelong participation in sport or physical activity.

Prior to the new assessment model being piloted, students would develop their physical literacy and a knowledge and understanding of various sporting activities, but did not interact with staff and their peers very well. Some student's poor social skills resulted in behaviour issues across the school site. It was this they wanted to develop, and therefore assess in the learners of Bridgemary School.

RATIONALE FOR CHANGE

Whilst the old assessment model accurately reflected student's physical ability and knowledge and understanding it did not truly reflect the student as a whole, specifically their social skills and interaction with peers and staff. The new assessment model over three strands provides students, staff and parents alike with a transparent and easy breakdown of what has been achieved and how to achieve further. The student is now assessed over their knowledge and understanding of techniques and tactics (Head), social skills, effort and attitude (Heart), and their physical ability and fitness levels (Hands).

The new assessment model supports the recent change in the school ethos 'Respect, Responsibility, Rights, Relationships, Rewards'.



CASE STUDY SCHOOL

Bridgemy School

PROCESS OF CHANGE

YST days provided thought-provoking questions to question 'why do we assess', 'what we want our students to look like' and 'our departmental ethos'. Further than that fellow teachers provided ideas and actions to take back to our schools to personalise.

PE meetings were structured to prioritise assessment. As a department the importance of assessment was discussed, the departmental ethos was brainstormed and refined, and staff reviewed the skills and qualities that they wanted their students to possess by the time they left Bridgemy School. The skills and qualities were grouped into three manageable categories. Three categories were selected to prioritise learning, reduce workload at the various assessment points throughout the year and for a greater understanding by students and parents. To ensure buy in from all PE staff, the department were consulted and fully involved in developing and shaping the new assessment framework.

Frequent meetings between the headteacher, executive head of TKAT and the lead for assessment in PE took place to discuss the developments of the assessment model. The school now prioritises assessment and this is now being led across the school by the SLT, supported by the lead for assessment in PE. The framework is now being piloted in targeted classes to refine it prior to it being launched across all core PE classes in Key Stage 3 & 4.

IMPACT

Students have responded and understood the new assessment model (shown below) almost immediately. For all students involved in the pilot they recognised the challenge in improving across three different categories. Students like that they achieve a different colour medal as they progress throughout the key stages; this has more meaning for students than 4a or 5c. It was observed in most students that there was an immediate transition in terminology; within the first lesson students were using the three categories 'Head, Heart and Hands' to describe their progression within the lesson. After several lessons Head, Heart and Hands could be described and explained by the learners, this led to students devising their own success criteria based on an assessment category, which gave students more ownership and interest in their development and assessment. Students now understand that although they may not excel physically in PE that there are other categories to develop and excel in.

At their own discretion staff have selected a particular focus for their PE lessons. One particular member of the department focused on the 'Heart' category throughout her football lesson. Students took ownership over their success criteria which inspired accurate and relative learning objectives; subsequently the teacher saw increased effort for effective collaboration, communication and leadership throughout the lesson.



CASE STUDY SCHOOL

Bridgemaury School

Previously, teachers often struggled to engage lower ability students in assessment in PE; this was put down to the students having just received their lowest grade across all subjects. This disengagement has slowly been eradicated, now students recognise the importance of PE in developing wider abilities than solely the physical, if they can develop in Head and Heart they can boost their learning in PE.

ASSESSMENT IN PE



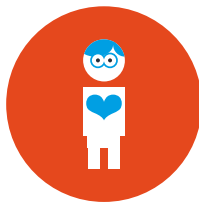
HEAD

Knowledge and understanding

Confidence

Analytical

Feedback



HEART

Communication

Leadership

Effort

Attitude



HANDS

Physical development

Skill development

Fitness

Participation in competition

You will be assessed in each stange of Physical Education.

What level of Head, Heart and Hands will you achieve?

		HEAD 	HEART 	HANDS 
GRADE		DECISION MAKING / KNOWLEDGE / ANALYTICAL / CONFIDENCE	SOCIAL / EMOTIONAL / EFFORT / ATTITUDE	PHYSICAL DEVELOPMENT / COMPETITION
A*	9	I have a thorough knowledge and very clear understanding of the rules/laws/regulations, tactics and strategies. I can apply tactics and strategies and I have the ability to adapt tactics and strategies accurately and successfully given the situation. I am confident and successful when taking on a variety of roles (officiating/coaching). I often coach/officiate outside of PE.		I demonstrate excellent advanced skill and technique for all activities when in practice and competitive situations. I represent Hampshire or higher in more than one activity.
	8	I have an excellent knowledge and a very clear understanding of the rules/laws/regulations. I demonstrate an excellent knowledge and application of tactics and strategies. I am confident and successful when taking on an officiating roles (see 7).		I demonstrate excellent advanced skill and technique for some activities when in practice situation and competitive situations. I represent Hampshire or higher in one activity. Excellent level of fitness.
	7	When officiating, I display excellent communication, positioning and signalling skills ³ and I have the confidence to assert authority by making instant and accurate decisions in any given situation. My decisions are well-informed by good knowledge of rules/laws/regulations.		I demonstrate some advanced skills and techniques for all activities in practice situations and sometimes when in competitive situations. Good level of fitness.
A	6	I show confidence and outstanding decision making skills that allow me to influence the game to my advantage. My decisions are well-informed by good knowledge of tactics/strategies/formations.		I demonstrate some advanced skills and techniques for some activities when in practice situations and sometimes when in competitive situations. I regularly participate in physical activity outside of PE and I have a good level of fitness.
	5	I can analyse and evaluate performance with close detail to technique and tactics. I am capable of implementing tactics and strategies, this will include formations and game plans.		I demonstrate advanced skills and techniques in pressured and competitive situations with consistent success. I can apply skills into extra-curricular competitive fixtures. I have an average level of fitness.
B	4	I often have an influence on the game through my tactical and strategic knowledge. I can direct peers and teammates to follow specific instructions. This will include set plays and formations.	As an inspirational school sports leader/captain, I demonstrate exceptional communication and motivation skills. I consistently demonstrate a positive and respectful attitude towards my peers.	I demonstrate advanced skills and techniques in pressured and competitive situations, with some success. I have an average level of fitness.
	3	I can analyse team's and individual's performance and coach a team to improve recognised weaknesses. I can officiate games with success; showing independence, confidence and a good understanding of the rules and regulations of the sport. I have a basic understanding of different methods of training.	I consistently demonstrate a positive and respectful attitude towards all my peers. I always give 100% effort to each activity and inspire others to do the same.	I often attempt to replicate advanced skills and techniques into pressured and competitive situations, with variable success.
C	2	I am able to plan effective strategies that take advantage of my team's strengths, and/or exploit my opposition's weaknesses. I can take charge or a small sided game, and enforce the main rules throughout. I have some confidence and can show some independence.	I recognise different abilities and I am empathetic of others. I often take it upon myself to coach/improve less able students.	With consistent success I demonstrate advanced skills and techniques in practice situations.
D	1	I can accurately pinpoint a performer's strengths and areas for development and am able to give detailed feedback. I understand and have knowledge of the components of fitness.	I often take on added responsibility within PE and extra-curricular activities. I demonstrate a positive and respectful attitude towards my immediate friendship group.	I occasionally demonstrate advanced skills and techniques within practice situations, but with variable success.
E				
F				
G				

	HEAD 	HEART 	HANDS 
GRADE	DECISION MAKING / KNOWLEDGE / ANALYTICAL / CONFIDENCE	SOCIAL / EMOTIONAL / EFFORT / ATTITUDE	PHYSICAL DEVELOPMENT / COMPETITION
GOLD3	When officiating I am able to apply some knowledge of the rules/laws/regulations but my confidence, communication, positioning and signalling skills are limited. I am able to explain how the body works before, during and after exercise.	I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive questions.	I am now consistent and confident in replicating skills with the correct technique. I experience success both within a pressured and/or competitive situation.
GOLD2	I can independently apply my knowledge of formations, tactics and strategies into competitive situations with some success. I can also evaluate performances, indicating strengths and areas for improvement and am able to give helpful feedback.	I can plan and lead part of a session (warm up/drill/game). I am confident in certain situations and display effective organisational and communication skills.	I can accurately replicate basic skills and techniques within a competitive situation with some success. I show an interest in representing the school in competitive fixtures.
GOLD1	I can take the lead implementing basic strategies within game situations. I can communicate ideas and work with teammates, showing clear communication and co-operation skills.	I can work effectively within a team and start to take on a leadership role. I show some motivational qualities and resilience to solve a problem.	I am competent in practice situations and can accurately replicate basic skills within a pressured situation, often with some success.
SILVER3	I understand basic tactics/strategies and when prompted start applying them within the activity. I can identify and evaluate only the very basic strengths and areas for development and I communicate in an empathetic manner when offering constructive comments. I can accurately list and locate the major muscles of the body.	I offer assistance helping the teacher to deliver a practical session to others at an extra-curricular club. I display some organisation and communication skills.	I experience some success of skill and technique in practice situations, I begin to demonstrate within a pressured situation.
SILVER2	I have a basic knowledge of tactics but rarely apply them into competitive situations. When offering feedback I identify some obvious areas for development but am unable to make any evaluation.	I can work towards success independently or as part of a team. I am hesitant taking on a leadership role.	I experience little success when attempting skills within a competitive situation, but often show the correct technique. I attend and participate in extra-curricular activities.
SILVER1	I can describe and explain the importance of a warm up. I can identify some major muscles when stretching and using key words I can accurately provide a strength of their my own or of other's performance.	I can work with peers to set up activities within a session and I play a minor role in encouraging others. I start to take responsibility of my own development and success. When faced with a problem, I start to plan methods of solving it.	I am consistent with techniques and skills within practice situations, but I am reluctant to try skills in a competitive situations.
BRONZE3	When prompted, I can complete an adequate warm up. I can identify what a warm up should consist of. I use key words and my knowledge to feedback to my peers. Unless prompted feedback remains to be somewhat vague.	I begin to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education. Within my favourite activities I'm involved and engaged in all tasks and discussions.	I can replicate specific skills in a practice situation, technique is inconsistent but sometimes shows quality and control.
BRONZE2	I can follow a teacher led warm up and have a basic understanding of why we warm up prior to physical activity. My knowledge is limited and therefore I sometimes offer vague and irrelevant feedback to others. I sometimes react negatively to constructive feedback about my own performance.	I demonstrate positive behaviour and attitude towards Physical Education. I often lose focus but am sometimes engaged and involved in activities. I demonstrate basic communication skills but my social skills limit team work.	I can perform some techniques specific to the activity. I sometimes show some quality and control but lack consistency in execution.
BRONZE1	I struggle to understand the importance of a warm up or how to complete a warm up. I lack confidence and the knowledge and understanding to evaluate my own or other's performance and therefore I struggle to provide any feedback.	I rarely volunteer to become a leader. I struggle to communicate effectively with my peers or teachers. I show little resilience or effort to achieve or solve a problem.	I am able to perform skills to a basic level but often demonstrate minimal quality and control.

CASE STUDY SCHOOL

Aylesbury High School

CONTEXT

- Aylesbury High School is an all girls grammar school with over 1400 students on roll.
- Its intake is from Year 7 and has a popular sixth form on site.
- It has a multi cultural school population and has a large geographical spread, taking in young people from within and outside the county, with the majority of young people bussed into school.
- In 2011 Aylesbury High School became an academy.

EXPECTED OUTCOMES FOR THEIR LEARNERS

Aylesbury High School's focus was on assessment for learning and assessment for teaching. The PE Department was keen to move towards using assessment to improve learning and not just prove and evidence learning. As a department they knew their young people and were keen to continually challenge and extend their learning with the focus being on the whole learner and not just the physical element of the learner.

As a department they believe that physical education is more than being good at sport. They were keen to continue the focus on lifelong participation, with their young people growing and learning to become the best that they could possibly be; whether that be as competitors representing the school, county or beyond, or as confident, healthy young people who enjoyed the subject and regularly participated in physical activity beyond the school day, and clearly understood its wider benefits on social and mental well being, as well as using it as a vehicle to develop life skills to support them in their next stage of learning or employment.

RATIONALE FOR CHANGE

The old assessment framework did not reflect the young person as a whole, it focussed purely on physical skill development, and it was this that was reported to the young people, their parents and carers and to the Senior Leadership Team. They had piloted the 2014 PE National Curriculum and the previous National levels and sub levels did not support the focus they had on their school PE curriculum and the outcomes that they wanted for their young people. There was a discord between what was being taught to their young people, how it was being taught and then what was being assessed, recorded and reported.

PROCESS OF CHANGE

The Subject Leader first focussed on her department, looking at the skills and qualities they wanted to develop in their young people. They challenged themselves on a variety of areas:

- Did their assessment model improve learning or prove it?
 - Did their learners feel valued?
 - Did their model assess the whole learner or just elements of it?
 - Did their model support the PE curriculum?
- 

CASE STUDY SCHOOL

Aylesbury High School

PROCESS OF CHANGE

They initially started looking at sport and subject specific criteria, but moved away from this to develop generic criteria so it could be understood by staff, young people and their parents and carers.

The department then plotted a pathway through Key Stage 3 and 4 to provide challenge, this focussed on the National Curriculum Key Stage statements. It centred on the concepts of head, heart and hands, at KS3 this was more discrete, whilst at KS4 it was obvious in order to challenge and engage and make PE relevant to all their learners.

Once an initial framework was developed the Subject Leader shared this with all their learners via assemblies where they were introduced to the idea of stretching the whole learner and comfort, stretch and panic zones.

Since the pilot the Subject Leader has also organised assessment meetings across the county to develop generic criteria for all involved PE departments.

IMPACT

The learners now have a clearer understanding of the wider impact of PE, and are starting to see the relevance of PE and its place within their lives. They are proud to acknowledge their achievements, whether that be organising a festival, taking part in inter school competition or taking part in a park run and are beginning to see how these achievements are developing their life skills.

The young people show a greater confidence in themselves and are showing greater perseverance in developing both their physical and life skills.

The next steps for the Subject Leader and the department is to explore the growth mindset model and how this and the behaviours associated with it can be incorporated into their assessment model for PE.



CHARTING PROGRESS



HEAD - Thinking (Cognitive)

- You know where you currently are.
- You know where you want to be. Target - short and long term.
- You know how you can get there.
- You will know when you have achieved your target.

Beginner

Learn how to apply your fundamental movement skills in activities.

Learn simple tactics that can be applied to games.

Can make suggestions as to how to improve their own and others' performance.

Basic level of performance in role as leader. Will help to organise equipment and participants. Can at times lack confidence in communicating task to groups. Understands STEP but at times needs to apply practically.

Improver

More aware of how to apply fundamental movement skills in activities.

More aware of how simple tactics can be applied to games.

Can compare performances. Can recognise a good performance and use the information to make suggestions of how to improve their own and others' performance.

Plans and delivers some accurate sessions. Shows confidence in some situations when leading small groups. Basic use of applying STEP practically.

Competent

Acquire new knowledge well and are developing an understanding of a range of PE and sport activities.

Can suggest how tactics can be applied to games.

Show good levels of originality, imagination and creativity.

Make informed choices about engaging in physical activity with support.

Use appropriate vocabulary to make well founded judgements on their own and others' work to improve performances.

Plans and delivers good sessions. Shows confidence in most situations when leading small groups or half class. Uses STEP well.

Advanced

Acquire new knowledge very well and have developed an understanding of a range of PE and sport activities.

More aware of how complex tactics can be applied to games.

Show very good levels of originality, imagination and creativity.

Make informed choices about engaging in physical activity with limited support.

Suggest possible methods to improve their own and others' performance.

Leader plans and delivers very good session to a range of ages. Motivated leader, who is confident, organised and a good communicator. Uses STEP very well.

Expert

Acquire new knowledge exceptionally well and have developed an in-depth understanding of a wide range of PE and sport activities.

Can suggest how complex tactics can be applied to games.

Show exceptional levels of originality, imagination and creativity.

Critically evaluate and develop targets to have impact on their own and others' performance.

Leader plans and delivers excellent session to a full range of ages. Inspirational leader, who is highly confident, organised and an excellent communicator. Can adapt and go off plan if needed. Excellent use of STEP.

CHARTING PROGRESS



HEART - Social and Emotional (Personal/Affective)

- You know where you currently are.
- You know where you want to be. Target - short and long term
- You know how you can get there.
- You will know when you have achieved your target.

Beginner

Engage in co-operative and competitive activities with others.

Improver

Work in co-operative and competitive activities with others.

Communicate and collaborate with increasing confidence whilst taking part in activities.

Develop confidence and interest in a range of physical activities.

Are more aware about why it is important to exercise regularly and live a healthy lifestyle.

Competent

Work co-operatively and lead others, with support, by organising and officiating events and activities.

Show respect and support for fellow participants.

Have an interest and commitment to a range of competitive and co-operative physical activities.

Aware of how to eat sensibly, and why it is important to avoid smoking, drugs and alcohol.

Explain why it is important to exercise regularly.

Advanced

Lead others by organising and officiating events and activities.

Motivate and instil sporting attitudes in others.

Have an enthusiasm for and a commitment to a range of physical activities.

Explain how to eat sensibly, and why it is important to avoid smoking, drugs and alcohol.

Understand why it is important to balance involvement in physical activity for the benefit of physical, social and mental health.

Expert

Confident to take the initiative and lead others by organising and officiating events and activities.

Motivate and instil excellent sporting attitudes in others.

Have a passion for and a commitment to a wide range of activities.

Explain the reasons why it is important to eat sensibly, and avoid smoking, drugs and alcohol.

Make informed choices about regular and safe exercise in which success is related to managing the demands of different activities and healthy lifestyles.

CHARTING PROGRESS



HANDS - Doing (Physical/psychomotor)

- You know where you currently are.
- You know where you want to be. Target - short and long term
- You know how you can get there.
- You will know when you have achieved your target.

Beginner

Develop fundamental movement skills and becoming increasingly competent and confident.

Improver

Apply your fundamental movement skills in activities.

Apply simple tactics to games.

Apply basic principles to activities.

Work by yourself and with others with support.

Exercise more regularly and live a healthier lifestyle.

Competent

Acquire skills quite well.

Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance.

Are physically fit and can remain active reasonable periods to help promote your health and fitness.

Work for extended periods of time, both independently and with others, with guidance or support.

Participate in most PE lessons and engage in a range of extra-curricular activities.

Advanced

Acquire skills very well.

Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance.

Are physically fit and can remain active for significant periods to help promote your health and fitness.

Work for extended periods of time, both independently and with others, with limited guidance or support.

Participate in all PE lessons and engage in a range of extra-curricular activities.

Expert

Acquire skills exceptionally well.

Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance.

Are physically fit and can remain active for sustained periods to help promote your health and fitness.

Work for extended periods of time, both independently and with others, without the need of guidance or support.

Eagerly participate in all PE lessons and engage fully in extra-curricular activities.

CASE STUDY SCHOOL

Simon Balle School

CONTEXT

- Simon Balle School opened as an academy in September 2014.
- Its intake is mainly White British background and the proportion of students who speak English as an additional language is low compared with other schools.
- The proportion of students who are known to be eligible for support through the pupil premium, which is additional government funding provided for students known to be eligible for free school meals, children who are looked after by the local authority and children of service families, is lower than the national average.
- It has approximately 1000 learners across Years 7 – 13.

EXPECTED OUTCOMES FOR THEIR LEARNERS

Simon Balle School wanted their teaching and assessment to be focussed on developing the whole learner and not just the physical element of the learner. They wanted their young people to have a greater understanding of their life skills and understand how PE supported the development of these skills so that they were ready for their next stage of learning.

Their learners, although they were very skilful in a closed environment, lacked the tactical awareness and adaptability in a game or pressurised situation. Their knowledge and awareness of what makes a person healthy and fit was poor and their resilience towards their learning was low, with a significant number of learners giving up very easily.

With the changes to GCSE PE, they also wanted a focus at Year 9 and Key Stage 4 of teaching the theory through the practical so that their students were able to cope with the demands of an increasingly rigorous qualification. Thus they wanted an assessment system that maintained the physical element but also focussed on the learner's knowledge and understanding and development of specific life skills to support them with their future challenges.

RATIONALE FOR CHANGE

After piloting the 2014 PE National Curriculum there was a discord between what was being taught and what was being assessed. The assessment system did not inform teaching and was mainly a data and reporting exercise. The learners did not understand nor use the previous assessment framework, and it did not provide stretch nor challenge to their most able, whilst the least able felt quite negative towards a subject that purely measured them on their physical ability alone, despite the curriculum and the teaching being geared towards the development of life skills and leadership skills.



CASE STUDY SCHOOL

Simon Balle School

PROCESS OF CHANGE

The teacher leading on assessment worked with all members of the department to ensure buy in. They first unpicked what they wanted to develop in all of their young people and reached an agreement of what their key focuses were. Following this they then reviewed their curriculum and re-emphasised the teaching of life skills through the vehicle of PE.

The lead for assessment and the Subject Leader then developed an assessment model which supported the department's vision for their learners and this was piloted with targeted groups across Key Stage 3. From this adaptations were made before it was then shared with the rest of the PE department.

Throughout the process the Senior Leadership Team were informed, involved and onboard with the changes the PE Department were making.

From September the assessment model will be fully rolled out across Key Stage 3 initially.

IMPACT

From a young person's perspective the learners are far more engaged in PE and are now slowly beginning to see the relevance of PE in their lives within and beyond school. They are starting to show greater knowledge in what they need to do to improve their learning and because of the online learning log they (and their parents and carers) are better informed of how they are progressing.

From a teacher's perspective the assessment framework has allowed them to reflect and review the curriculum content to meet the needs and interests of their learners. They are far more focussed on meeting the individual needs of their learners and this has encouraged greater differentiation to stretch and challenge all learners.

WHAT WILL YOU LEARN AND BE ASSESSED ON IN PE?



THINKING ME

Tactic, evaluation, mental capacity

Decision makers
Independent speakers
Analytical
Confident



PHYSICAL ME

Performance

Involved and engage
Physically literate
Age/stage relevant development
Competitive



CREATIVE ME

Creativity

Choreography in dance and gymnastics
Feedback and peer assessment skills

CASE STUDY SCHOOL

Chesterfield High School

CONTEXT

- 11-18 mixed comprehensive, approx. 1300 students
- School was a sports college
- The school draws from a very mixed intake, and the proportion of young people supported by the Pupil Premium is slightly above average

EXPECTED OUTCOMES FOR THEIR LEARNERS

Chesterfield PE department wanted a greater focus on five main strands:

- fitness
- understanding of health and fitness
- leadership
- ability to work with others
- and attitudes and behaviours (which would also include extracurricular commitment)

The rationale for this being that with the 2014 National Curriculum for PE being introduced they as a department had placed a greater emphasis on health and fitness and their young people's understanding of it, due to declining levels of health and fitness in their learners. They also found their young people found it particularly challenging to work with a variety of their peers.

RATIONALE FOR CHANGE

Their current assessment model was functional, with the staff and young people understanding the targets and measurements described within it, however it was predominantly based around the previous National Curriculum and it did not support their current focus and objectives for their young people. They wanted a change in focus from participation in fitness to a greater focus on the understanding and application of health and fitness, and an emphasis towards lifelong participation both within and outside of school.

They also wanted to engage with parents and carers on an ongoing basis, rather than the current intermittent basis which they currently had. This was to further support the young people's learning and to challenge the perception that many parents and carers had about PE and what constituted 'good' PE.

At the time of review, there was a whole school focus on assessing without levels and a greater emphasis towards the whole learner, because of this the Subject Leader was able to influence and support the whole school move towards assessing without levels.



CASE STUDY SCHOOL

Chesterfield High School

PROCESS OF CHANGE

The Subject Leader first began to work with her department in looking at what needed refining and adjusting with their current assessment model. This was key to getting buy in and understanding from all staff in what they were doing and why. Based on this feedback the Subject Leader then reviewed and revised the framework, then opened it up to the department to refine further. The vision for their assessment framework was then written into their five year long term plan.

The department meetings retained a focus on assessment, to allow the department to reinforce and gain consistency in what they were trying to achieve and how the model was going to be used with young people and their parents and carers.

The Subject Leader also worked closely with the Senior Leadership Team, which provided challenge and support. This support was key in gaining time from the staff in the ICT department, which allowed the assessment framework to be developed into a tool for the VLE.

The department initially piloted the revised framework with their Year 7 & 8 students, and then moved it across to Year 9 & 10s, before moving towards a full roll out at the start of the new academic year.

IMPACT

The young people are far more aware of what they need to do and how to progress their learning further. They have a more realistic view of their own abilities when choosing the differentiated tasks during lesson time.

With the engagement with parents and carers they are slowly starting to see a greater awareness of what is expected in PE and what the subject is aiming to do to develop their young people.

Within the department the impact has been that the assessment framework has encouraged greater differentiation when teaching, with teachers far more focussed towards individual learning based on the identified outcomes for the young people.

The challenge going forward will be to ensure that this framework and teaching regularly stretches the full range of learners, specifically the more able.



EXAMPLE

	BRONZE	SILVER	GOLD	PLATINUM	OLYMPIAN
PRACTICAL PERFORMANCE	- I Can perform simple skills with some confidence and success - I Can use simple skills to have some effect on the outcome of the activity - I can Show co-ordination when linking skills together with some degree of accuracy and precision	- I can choose, link and combine skills correctly in a range of situations with control and co-ordination - I am able to modify skills whilst performing to suit changing situations to have a positive effect - I can consistently perform with balance, speed, strength and agility when performing in different activities	- I can choose, link and combine skills correctly in a range of situations consistently with control and co-ordination - I can adapt skills and techniques in a range of activities confidently leading to a successful performance - I can consistently perform with balance, speed, strength and agility when performing advanced skill in a range of activities	- I can choose, link and combine advanced skills and techniques in a range of situations consistently with control, co-ordination and accuracy - I can modify skills to suit changing situations to have a positive and influential effect in competitive situations - I can perform in complex situations showing high levels of balance, speed, strength and agility	- I can choose, link and combine advanced skills and techniques in a range of situations consistently with exceptional control, co-ordination and accuracy - I can modify skills to suit changing situations to have a very positive and Highly influential effect in competitive situations - I can perform in complex situations showing exceptional levels of balance, speed, strength and agility
FIT 4 LIFE	- I can describe when speed, stamina, strength and flexibility are required during performance - I can warm up and cool down correctly for a specific activity and explain why you do so - I know how to measure my fitness with simple tests and check for improvements.	- I can explain how speed, stamina, strength and flexibility help to be a successful performer - I can explain the effects of exercise on the body - I can perform simple health and fitness tests and record my results	- I can analyse strengths and weaknesses in my own and others performance in relation to speed, stamina, strength and flexibility - I can explain in detail the effects of exercise and why warming up and cooling down is important - I show some understanding of how to improve my health and fitness	- I can suggest ways to improve elements of strength, speed, stamina and flexibility in my own and other performance - I can demonstrate high levels in one strength, speed stamina and flexibility and competency in the remaining - I can explain what I need to do to improve my health and fitness	- I can analyses the long and short term effects of exercise, predicting how the body will grow and develop - I can write an effective training programme to show improvements in speed, strength, - Stamina and flexibility - I can analyse my training and look to make necessary adjustments

EXAMPLE

	BRONZE	SILVER	GOLD	PLATINUM	OLYMPIAN
COACHING	- I can compare and comment on my own and others performance with some accuracy - I can use information to suggest ways for my own and others improvement of performance - I can recognise a good performer and give reasons why	- I can analyse and comment on my own and others performance and the skills and techniques applied - I can use information to modify and refine skills and techniques to improve performance - I can motivate and encourage other students to perform well.	- I can analyse and comment on my own and others work identifying strengths and weaknesses and ways to improve them - I can apply strategies such as goal setting to improve performance - I can take on the role of a coach / trainer / choreographer / leader with some success.	- I can analyse and comment on my own and others work showing an understanding of what can impact on the quality of performance - I can transfer knowledge to a wide variety of activities using advanced strategies, tactics and compositional ideas - I can plan, organise and communicate effectively to bring about successful and improved performance	- I can critically analyse and evaluate using correct terminology to aid successful high level performance - I can select and use a wide range of advanced strategies, tactics or compositional ideas to enhance performance - I can successfully take on different roles within an activity, monitor how performance can be improved, act on decisions to bring about improvement
PARTICIPATION & ATTITUDE	- I have my kit and have a willingness to participate in lessons - I have enough self-confidence to demonstrate and answer questions	I have the willingness to try new activities and have a positive attitude towards PE. I have good self-confidence demonstrate and answer questions in front of peers	I always engage in lessons with a real willingness to participate and make progress. I have the confidence to be responsible for leading a small group in an aspect of the lesson	I engage in lessons with a real willingness to learn and make progress in whatever capacity. I can lead and officiate with confidence	I am confident to lead or officiate in the community on a regular basis
	- I regularly attend one or more extracurricular activities in PE - I regularly take part in physical activities outside school - I show I have great aspirations to succeed at a high level in sport outside school.				

CASE STUDY SCHOOL

Retford Oaks Academy

CONTEXT

- Retford Oaks became an academy in September 2011.
- It has over 800 learners on roll from Years 7 - 13.
- Most students are from a White British background and the proportion of students who speak English as an additional language is low compared with other schools.
- The proportion of students who are known to be eligible for support through the pupil premium, which is additional government funding provided for students known to be eligible for free school meals, children who are looked after by the local authority and children of service families, is higher than the national average.

EXPECTED OUTCOMES FOR THEIR LEARNERS

Retford Oaks wanted a greater focus on three aspects of their young people's learning in PE:

- The learner's knowledge and understanding of health and fitness and how this supported their physical development.
- Their knowledge of rules, regulations, tactics and strategies.
- The young people's attitude towards learning. Specifically their commitment, engagement, motivation, their moral values and their ability to develop their leadership skills.

The Subject Leader saw this as an opportunity to reposition PE and revitalise the department and the subject in what was a challenging environment. He wanted the department to have clarity on what life after levels looked like and how assessment should shape teaching and not merely be a reporting tool.

RATIONALE FOR CHANGE

The previous assessment model did not reflect what and how the young people at Retford Oaks were learning. The focus was on the National levels and sub levels and there was a lack of consistency of how this was interpreted across the department. The model was more of a reporting and recording model rather than an assessment model, as it didn't related to learning and didn't shape the teaching. The previous model was focussed purely on the physical, which led to spike and dips being reported as it merely recorded performance and not learning.

There was a lack of understanding by both the learners and their parents and carers in what the purpose of PE was and this did not relate to what was being taught nor how it was being taught.



CASE STUDY SCHOOL

Retford Oaks Academy

PROCESS OF CHANGE

The Subject Leader led the changes through thorough consultation and involvement with his department. Assessment became a focus within departmental meetings with the initial focus being what the staff wanted to develop in the young people at Retford Oaks, then what they wanted from an effective assessment model.

As a department they developed the model as a pyramid to reflect the whole learner, with the focus being on progressive statements to challenge learning. These statements were generic to all activities so they could be easily understood by staff, learners, parents and carers.

The model was then piloted across the department with targeted classes, and was then reviewed and revised. As part of this process the department also reviewed their baseline testing at Year 7 so that it included the focus areas that their model concentrated on.

The school now prioritises assessment and this is being led across the school by the SLT, supported by the Subject Leader of PE. The model is now being piloted across other creative subjects across the school.

IMPACT

As a result of the assessment model the teaching within the department now has a greater focus on the whole learner, specifically their life skills and attitudes towards learning. The physical element remains important but now this is not the sole focus of assessment.

Through this process it has also encouraged the department to review their curriculum, to ensure that they have a strong focus towards knowledge and understanding of health and fitness, as well as rules and regulations and that the learners attitude towards their learning as well as the development of life skills is also overtly taught.

The young people are now showing greater enthusiasm and motivation for the subject and are beginning to see the subject as more relevant within their lives within and beyond school.

ASPIRE PYRAMID



HEAD



ELITE

You are now playing sport at a very high level outside of school. Your main focus within lessons is one of leadership assessing the knowledge and understanding of others and evaluating their performance.

REFINING

You can now officiate and or coach teams across a wide range of sports and competitive situation. You recognise the needs of individuals and can create personal improvement plans to increase their performance.

INFLUENCING

Your knowledge now allows you to support and assist others, both in practice and in competitive situations. You are able to recognise the level of a performer and assist them using appropriate planning and differentiated methods.

PREPARED

You can now use your knowledge of the rules and regulation for sport and apply them to an officiating role. You also employ your knowledge of tactics and strategies allowing you to outwit an opponent.

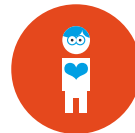
STRIVING

You can now explain the key rules for a sport and give sporting examples. You can summarise a range of tactics and strategies for both attacking and defending with the sport.

ACQUIRING

You can describe the basic rules of a new sport. You are able to identify certain key words for the sport and can recall basic defensive strategies of attack and defence. For example; the best method of defence in rugby is a flat line formation.

ASPIRE PYRAMID



HEART



ELITE

You are now officiating and/or coaching sport at a high level outside of school and are a role model to others in and out of school. Your main focus within lessons is one of leadership; assessing the knowledge and understanding of those and evaluating their performance to improve their learning.

REFINING

You can now officiate and or coach a teams across a wide range of sports and competitive situation. You recognise the needs of individuals and can create personal improvement plans to increase their performance.

INFLUENCING

Your knowledge now allows you to support and assist others, both in practice and in competitive situations. You are able to recognise the level of a performer and assist them using appropriate planning and differentiated methods.

PREPARED

You apply a positive mental attitude to all aspects of sport and exercise. You show high levels of engagement throughout the lesson supporting peers within your group; this allows you to perform basic leadership tasks within the lesson.

STRIVING

You demonstrate positive behaviour towards the majority of the sports you learn. Your attitude is mostly positive and this is now having a direct impact on your performance. You show high levels of engagement regardless of the result.

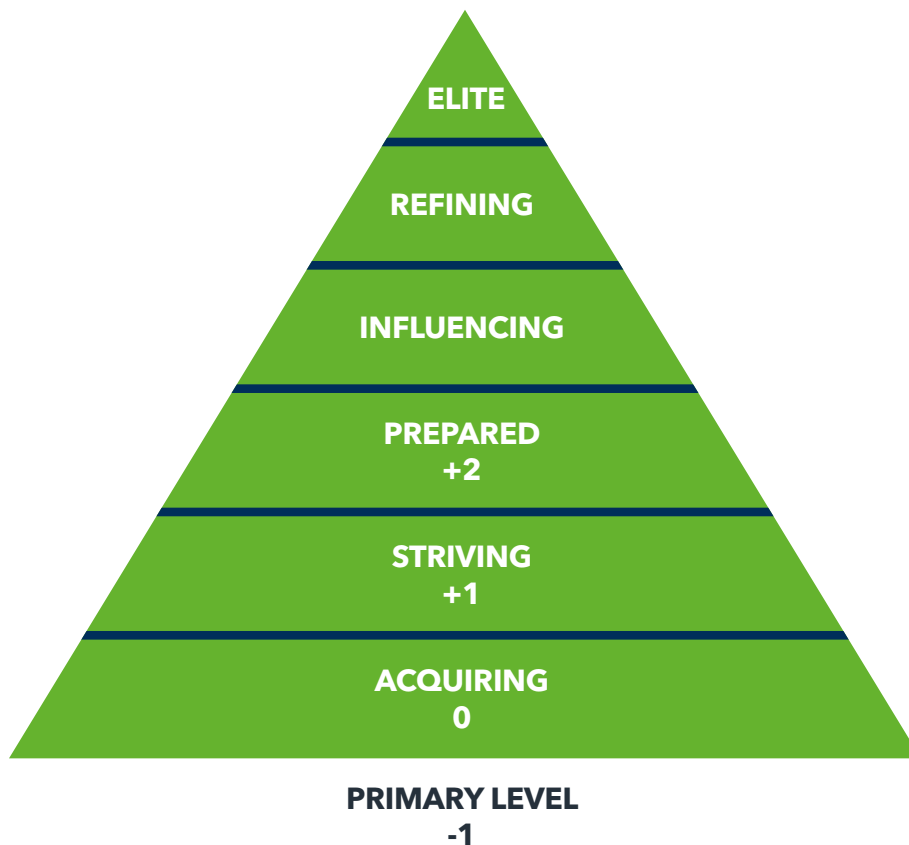
ACQUIRING

You can describe what a positive attitude towards sport looks like and can explain the actions you take to ensure that you make progress within each lesson.

ASPIRE PYRAMID



HANDS



ELITE

You are now playing sport at a very high level outside of school. Your main focus within lessons is one of leadership and developing the skills of others around you.

INFLUENCING

You can now use 7+ components of fitness to influence competition situations. For example a player with high levels of agility will be able to throw a series of dummies or fakes in order to outwit their opponents or an athlete with high levels of cardiovascular and muscular endurance may start to break away from the lead cross country group in order to exhaust their competition

PREPARED

You are now able to compete using all components of fitness of which 5/6 are predominantly stronger. For example a football payer will demonstrate all 9 components of fitness during a 60/70min match.

STRIVING

You are striving to improve on the 9 components of fitness. You have 3 or 4 strong areas . The majority require specific training in order for you to compete against others using the correct sporting regulations.

ACQUIRING

You are acquiring a basic level of the 9 components of fitness Cardiovascular Endurance, Muscular Endurance, Flexibility, Agility, Balance, Coordination, Power, Reaction time, Strength. You have 1 or 2 stronger areas.

ACKNOWLEDGMENT

CONTRIBUTING TEACHERS AND SCHOOLS

Ali Arber: Aylesbury High School

Katie Ansell: Simon Balle School

James Batten: Bridgemary School

Matt Liversidge: Retford Oaks Academy

Lesley Wood: Chesterfield High School

