

EXPECTATIONS RE ASSESSMENT COURSE

- ➔ Method of Assessment that:
 - a. enables progress and attainment
 - b. is manageable
 - c. is simple
 - d. meaningful
- ➔ What to look for in activities
- ➔ Core tasks versus levels
- ➔ Support

PRE-COURSE TASK

The feedback from the pre-course task yielded two main points:

- ➔ A need for greater involvement of pupils (personalised learning agenda)
- ➔ Pupil achievements are linked to teacher subject knowledge which in turn effects confidence

SHARING GOOD PRACTICE

Some schools already:

- ➔ Manage effective ongoing assessment (for learning) – observe, listen, question and discuss, keep records, involve pupils in target setting and review
- ➔ Use traffic lighting to monitor progress
- ➔ Use sampling methods to systematically track pupil progress
- ➔ Develop pupil profiles
- ➔ Carry out pupil conferencing

KEY MESSAGES DEVELOPED THROUGH THE COURSE

'Of' versus 'for'

The DfEE/QCA (1999) developed a National Curriculum in Physical Education that reflected international thinking about a greater focus on the individual and their learning. It aims to promote pupil independence in learning by focusing on a programme of study that includes four inter-related aspects: Acquiring and developing; selecting and applying; knowledge and understanding of fitness and health; and evaluating and improving. Pupils are assessed in these four aspects whilst following a breadth of physical activities.

The shift to a focus on the learner initially brought about a plethora of types of assessment that happen after learning has taken place. Information if gathered and recorded by the teacher is usually transformed into marks or grades. Performance with others is often compared and it is reviewed in the context of past learning. This over emphasis on **Assessment of Learning** has now **shifted** to an emphasis on **Assessment for Learning**.

Assessment for Learning is an integral part of the learning process, information is shared with the learner, information is available on the quality of learning, the comparison between objectives and outcomes is important, and a key feature is that it looks forward to the next stage of learning (QCA 2003). *"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get them there."* Assessment Reform Group (p. 1, 2003).

Records:

Traditional thinking leads us to the belief that assessment is about writing or recording something about learning. Methods used in lessons to promote learning (ICT - digital camera), however, can also be used to record and evidence progress.

5 main messages emerged:

- ➔ Planning, teaching (communication) and assessment are aligned.
The more effective our communication with learners
- ➔ All 4 aspects are considered (Planning and teaching are consistent and strategic)
- ➔ Build up a picture of improvement, progress and achievement (IPA) in 4 aspects over time (use sampling)
- ➔ Serious involvement of pupils as partners in the learning process (two way communication / dialogue)
- ➔ Only record significant IPA. You do not need to record everything you assess. Keep optimum records for informing learning and teaching and monitoring progress

Key questions:

What do you assess, record and monitor? Why?

What are you using the information for?

If what we assess, record, monitor and ultimately report doesn't inform learning and teaching in some way then why are we doing it?

SHARED OBJECTIVES

All 4 aspects:

- ➔ Ensure all pupils have opportunities to be involved in self-assessment
- ➔ To reduce the number of pupils who fall below expectations x2
- ➔ To involve the children more in the development of skills and strategy
- ➔ Increase the amount of children who attend out of hours PE clubs x2
- ➔ Improve pupil progress in gymnastics
- ➔ For children to have a greater understanding of where they can look in order to improve
- ➔ Improve pupils communication skills with each other
- ➔ Method of self-assessment for individual pupil R – Y6
- ➔ Increase the number of pupils who exceed expectations for age group
- ➔ Ensure all pupils have 2 hours high quality PE a week
- ➔ Increase the number of pupils who make progress in dance

Acquiring and developing skills:

- ➔ Raise pupils skill levels (focus on less able)

Selecting and applying skills tactics and compositional ideas

- ➔ To encourage pupils to have the confidence to select appropriate skills and strategies within 'games'

Evaluating and improving:

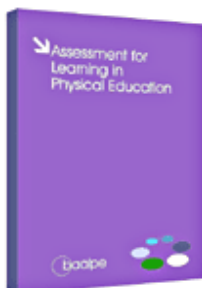
- ➔ Improve children's self evaluation x2
- ➔ Increase the number of children who are aware of how well they are doing

- ➔ Increase / improve the opportunities for pupils to evaluate and improve their own performance
- ➔ Encourage pupils to comment on how they could improve and enhance their own performance

Knowledge and understanding of fitness and health:

- ➔ Increase competitive participation for children throughout KS1/KS2
- ➔ Increase pupils ability to warm up safely and effectively (independent)
- ➔ Increase opportunities for children to develop their understanding of fitness and health
- ➔ For more children to have a greater understanding of fitness and health

RESOURCES



Assessment for Learning in Physical Education

<http://www.1st4sport.com>

Coachwise

0113 – 201 - 5555

The standards site (units of work)

<http://www.standards.dfes.gov.uk/schemes2/phe/?view=get>

Physical Education in the National Curriculum

http://www.nc.uk.net/webdav/servlet/XRM?Page/@id=6004&Subject/@id=4006&Session/@id=D_BtsDnNJ7LyweHt4529Wj