

## PE Department Assessment policy

### Rational

Assessment should inform pupils, parents and teachers of progress, further targets to be set and serve as an aid to evaluate and plan teaching and learning

### Guidelines

The department fall within the agreed school policy for Assessment, Recording and Reporting

#### 1. Baseline Assessment

In order to gain subject specific baseline assessment data from the new intake of year 7 pupils, the department should conduct their own standardised testing in the first week of the new school year. Using the following tests, the results are recorded and the year grouped appropriately according to NC levelling guidelines.

##### Physical Ability:

- Multi-stage fitness test
- Press ups/sit ups in 1 minute
- Standing Broad Jump
- Coordination ball throw
- Agility run
- Bench ball

##### Creative ability

- Ball games (pupils work in small groups to create games)

##### Analysis Ability

- Evaluate and improve gymnastics task

#### 2. Target setting

From these levels individual targets must be set with the guide dance that each child should increase a whole level eg 2a-3a in one year. In some circumstances this may not occur due to pupil injury, G&T registered or SEN registered etc. these cases are to be treated individually. In years 8, 9, 10 and 11 the previous end of year level is used as a baseline score. For examination PE (y10&y11 BTEC/GCSE) FFTA data together with past and present practical performance information will be used to generate an accurate target.

For key stage 3 pupils, both 'pupil speak' level description matrix and individual EOY targets are displayed in changing rooms and around the PE department. This is also reflected on the first page of each of the pupils assessment booklets.

For key stage 4 (GCSE/BTEC) pupils will have their targets outlined on the front page of their class exercise books or files. These will be updated if necessary depending on individual progress

### 3. Formative assessment

All aspects of AFL should be regular, continuous and play an integral part of teaching and learning in each lesson and over a unit of work. Please refer to the department AFL policy.

### 4. Summative assessment

Pupils will be assessed summatively as a milestone task during the last lesson of each unit of work, with the subject teacher responsible for recording an end of unit level to be used as part of the overall PE assessment rating of a pupil to be recorded during the appropriate reporting stage (see whole school policy).

As part of this formal assessment, pupils will use the ks3 level matrix in their assessment booklets to outline the level that they are at and the three targets for the following unit in that activity area. This will be monitored by the subject teacher, checked and written feedback provided (in line with the whole school policy) Pupils will be expected to respond to every milestone marking.

### 5. Written Feedback

Marking should reflect the whole school written feedback policy and focus on **comments** rather than grades. Comments given should highlight student strengths, areas for improvement and next steps. (SWANS) Progress towards learning outcomes and review of targets may also be addressed.

**Staff should use selective detailed marking of key pieces of work supported by lighter scrutiny of other work.**

Where work is assessed, levels or GCSE grades should be used.

The class teacher will use formative assessment to inform a final grade of a unit for any pupils who have not completed an assessment due to illness/injury etc. The pupil will need to complete their assessment booklet for the missed assessment at the nearest appropriate time within 2 weeks.

It is the responsibility of the classroom teacher to mark work regularly, at least every 3 weeks. To ensure consistency across the department regular 'booklooks' of moderation will be carried out by the subject lead learner and feedback provided to staff through discussion and meetings. A record of the booklook will be kept using school pro forma (copy given to head teacher).

### 6. Assessment measures

The department has produced 'pupil friendly' level matrix tables (assessment criteria) will be the recognised measure of attainment used. These are created inline with the National Curriculum level descriptive guidelines. For each reporting cycle pupils will be given a medium level from their unit assessments conforming to the School Assessment Procedures.

## 7. Pupil Underachievement

Teachers must maintain an accurate record of student progress and attainment using pupil profiles from the brom com system, which will support regular recording and reporting of levels (KS3) and GCSE grades (KS4).

Intervention is required by the class teacher for any of their pupils not making good progress towards their EOY target. This can be in the form of compulsory extra curricular clubs/tuition but also through consultation with the pupil, their parents/HOH/form tuition.

This intervention will be regularly monitored after every report cycle by the HOD.