

Summative Assessment

Summative assessments that take place at the end of every half-term which is roughly a SOW per sport. In addition, pupils are given an end of year grade which is an average of the overall grades combined. Within GCSE lessons, teachers administer end of topic tests but these are very much on an individual basis at the moment. Going forward I would like to standardise the tests in conjunction with a GCSE tracker in line with the new OCR GCSE grade boundaries.

We undertake these assessments to assess the progress made against the students' targets. This also allows the teacher to provide feedback to the pupils on their strengths and areas to further improve. As teachers, assessments also allow us to reflect on our practice. At GCSE, it helps inform us of the level of progress that pupils make in a certain areas and can allow a teacher to target intervention or even re-teach.

At KS3, pupils are constantly given verbal feedback throughout the unit of work. They are currently marked based on the whole school flight path in which pupils have a target against. Unfortunately, pupils don't get a chance to improve in that specific sport until the following year but they can use their feedback to improve their performances in other transferable sports throughout the year. At GCSE, the teacher marks end of unit tests and gives feedback following the school marking policy (Targets and Actions).

There is currently not set criteria since the removal of levels at KS3 Physical Education. Teachers follow a SOW and their outcomes across the unit of work is the basis of the criteria. Going forward, we want to create our own criteria - at KS3 this varies dramatically from school to school. At GCSE, we now have a set of results under the new specification. This gives us %=grades which I plan on transferring to new end of unit tests produced.

There is currently no set standardisation process at KS3. However, practical marks are standardised at GCSE in male/female performances. Since the introduction of the new specification, we have, as a department, focused on standardising our practical marks. This will filter down to KS3. When we have developed our own KS3 assessment criteria, standardisation will continue to develop.

Formative Assessment

There is a constant flow of verbal feedback in KS3 lessons which allows pupils to instantly respond. This is based on visual teacher assessments. There are also opportunities for self and peer assessment which also provides feedback through teacher prompts. At GCSE, we use mini tests / 100% tests / starter tasks as well as discussions to inform our teaching.

As a result, certain skills can be demonstrated or recapped with specific teaching points emphasised. This also might be a focus in the warm up at the start of the next lesson. At GCSE, topics will be revisited if needed. Certain key terms emphasised or re-tested.

In order to develop the department's resources, we have currently tidied the shared area and are placing resources and ideas in this and informing other members of the department. We are also using CA time to standardise and share resources.

Feedback and Acting on Feedback

At KS3 all feedback is verbal. This is instant based on the performance of pupils. A teacher often combines their feedback with a demonstration. At GCSE, teachers give written feedback when marking homework. Classwork is also checked and both are in line with the school policy. Pupils are given feedback in their progress reports. As previously discussed, both KS3 and GCSE PE provide many opportunities for pupils to use self and peer assessment. At KS3 all feedback is acted on immediately by the pupils - they will perform demonstrations in front of their teacher. At GCSE, pupils must act on their action points in line with the school marking policy.

Monitoring Progress

Teachers enter KS3 data which highlights pupil progress against their individual target grade which is set by their class teacher at the start of the year. Discussion between teachers sometimes prompts class changes to cater for individuals. The Principal Teacher gathers and analyses this data through SISRA. At GCSE, we discuss both Year 10 and Year 11 pupils in CA time. Under-performers are highlighted and intervention is discussed and put in place. Pupils groups (PP/SEND/Vulnerable students) are discussed as well as any pupils that are a cause of concern.

At KS3, class teachers purely enter their data on SIMS to form reports. Discussions take place (as above). At GCSE, class teachers use teachers to analyse their class results at the end of Y10 and after the Y11 mock exams. Again, pupils are discussed on a regular basis so the results of major test are a focus of these discussions.

At KS3 all teachers use Idoceo to record their individual class scores. Pupils are graded on performance in a sport (currently but assessment as KS3 is a work in progress and is subject to change), however, there is no centralised system which is something we could adopt in future. I do believe this could be produced on SIMS. A GCSE tracking system is currently being developed. This will cover end of topic tests, coursework marks, practical sport marks, mock exams marks etc. Again, it would be useful if this could be developed on SIMS.

Intervention

There is little intervention at KS3, but pupils are sometimes encouraged to attend extra-curricular practices and this is again reinforced through progress reports and conversations at parent's evenings. PP pupils have also had the extra-curricular timetable sent home to further emphasises the opportunities to engage. The progress of pupils following summative assessments can also vary on a large scale based on the individual and their physical / sporting abilities. We talk about pupils of concerns and vulnerable pupil groups in CA time after their progress has been highlighted. Any pupils that are a cause of concern - targeted for intervention (lunch time one-one sessions or morning revision classes) with their class teacher.

Home Learning

There is currently no home learning at KS3 but this is a long term aim of the department in order to filter GCSE PE content into KS3. This aim of this is to reward extended learning through Google Classroom activities. At GCSE, homework is set on a weekly basis. Homework is varied and consists of revision for assessments, homework leagues, parent-pupil booklets, extended questions. This is hard to maintain in Year 11 with revision for mocks starting early in the year, closely followed by a 10-week revision plan. Failure to complete home learning tasks results in an afterschool catch up session on Friday.

Rewards

Class teachers offer verbal praise within the classroom setting for students, this is supported by the whole school green stamp policy. At GCSE, class teachers also issue green writing or reward stamps and stickers in class in line with the whole school reward system, which are then converted to Being One of Our's Points and Star Badges. Positive messages are sent to pupils who perform well or attend a revision session for example. At the end of every academic year, we host a sports awards which rewards pupils' performance and commitment to extra-curricular life. We have previously ran OAA trips through PGL (to Shropshire) and this year we are running a water sports trip to France. We also write match reports (for the school newsletter) after extra-curricular competitions against other schools which highlight positive individual/team performances.

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