Assessing in PE without levels

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Current Position

NAHT Assessment Commission Report (Feb 2014)

Purpose:
• A set of agreed principles for good assessment
• Examples of current best practice in assessment
that meet these principles
• Buy-in to the principles by those who hold
schools to account.
Ofsted

Inspectors will:

• spend more time looking at a range of pupils’ work in order to consider what progress they are making in different areas of the curriculum

• talk to leaders about the school’s use of formative and summative assessment and how this improves teaching and raises achievement

• evaluate how well pupils are doing against age-related expectations, as set out by the school and the National Curriculum (where this applies)

• consider how the school uses assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able

• evaluate the way the school reports to parents on pupils’ progress and attainment. Inspectors will assess whether reports help parents to understand how their children are doing in relation to the standards expected.

In an ideal world what do you want assessment to look like?
Quality Assessment....

• Has the learner at its heart

• Is integral to teaching & learning

• Is ongoing not episodic

• Provides a view of the whole learner

• Allows comparisons to be made with other students, other subject areas & other schools
Quality Assessment...

• helps learners to recognise their strengths and areas for development

• and identify how to improve

• gives schools a rounded view of learners

• enables teachers to shape their teaching so that it meets every learner’s needs
What are the challenges?

- Following a whole school ARR policy
- Finding an alternative to NC levels when showing progress & attainment
- Developing a streamlined, foolproof system
What do we want to assess?

What do you want your children to look like after six years (480 hours) of Physical Education?

- Skills, knowledge & understanding
- Dispositions & behaviours
- Employability/Personal skills
Establish where learners are in their learning

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

If you judge a fish by its ability to climb a tree it will spend its entire life believing it’s stupid - Albert Einstein
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
Future
Skills to Achieve

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