

Southend High School for Girls



Assessment Policy for Physical Education

Our assessment policy and procedures are underpinned by three key questions:

1. Where is the learning going?
 2. Where is the learner now?
 3. How does the learner get there?
- (Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to work hard in all activities, including the ones they find more physically challenging, engage in extra curricular activities, get involved in clubs outside of school and work hard to apply their cognitive skills to all activities. Key language and subject specific terminology will have been learnt and used consistently in range of team and individual activities, as well as the physical skills that underpin these. Students should have learnt to demonstrate resilience and perseverance to work outside their comfort zone.

KS4

By the end of KS4 students studying GCSE Physical Education should be able to fully engage with the topic work and be proactive in lessons to ask questions and interact with the topic. Wider reading and extending knowledge independently should be evident by accessing the enrichment and extension activities provided, as well as sourcing relevant newspaper articles and documentaries to enhance knowledge. Involvement in extra curricular activities and external clubs is paramount to excelling in the practical assessments. In core Physical Education students should be able to use their previously learnt skills and knowledge to make informed choices about their future exercise and well being activities. Students will have the opportunity to make their own activity choices where possible in order to increase exercise adherence upon leaving full time education.

KS5

By the end of KS5 students should be able to fully engage with the topic work and be proactive in lessons to ask questions and interact with the topic. Students should be reading and extending knowledge independently by accessing the enrichment and extension activities provided, as well as sourcing relevant newspaper articles and documentaries to enhance knowledge. Involvement in the highest level of competitive sport is paramount to excelling in the practical assessment.

Diagnostic assessment methods

- At Key Stage 3 students' 'sets' are regularly reviewed and changes are made accordingly.
- Students re-cap previous learning in lessons through verbal responses and working with mini whiteboards.
- Students re-cap previous learning at the start of new activities so the familiar transferable skills can be identified and built upon.

Formative assessment methods

- Students are questioned regularly during lessons to give them the opportunity to use appropriate and challenging terminology.
- In KS4 and KS5 students will evaluate their own work, and the work of others, using the relevant assessment criteria. Students will then reflect and make amendments accordingly.
- Exemplar work is used to address misconceptions in learning and allow students the opportunity to apply the assessment criteria to the work of others.
- Verbal questioning and mini whiteboards are used to gauge understanding and misconceptions.

Summative assessment

- Students complete an assessment within the 'Head, Heart, Hands' framework at Key Stage 3. This involves teacher assessment on practical skills, behavioural skills and cognitive knowledge and understanding. Students are asked to self-evaluate and complete a short online test to contribute to their 'head' assessment.
- The level descriptors are shared on the MS Teams pages of each class and a self assessment task is completed by the students.
- Within GSCE and A Level studies, students will complete end of topic assessment tests as well as PPEs and external assessments at the relevant times.

Marking and Feedback

The work of students is completed on a regular basis and will consist of teacher based marking, self-marking and peer based marking. Book and folder checks are completed termly for GCSE and A level classes. Students are expected to respond to feedback given and address any areas for development within a specific time frame. Feedback will be a mixture of verbal and written depending on the nature of the lesson/task.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

(Highlight colours corresponding to each Assessment Objective (green for AO1, yellow AO2 and blue for AO3) for GCSE and A Level essays).

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph
- ?? the point is not clear
- WW wrong word
- ^ missing word
- [] this part needs rewording

+1 academic achievement point

Presentation

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2024)
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

- Class assessment data should be recorded by class teachers on the shared spreadsheet and a personal copy should also be retained for monitoring purposes.
- The shared spreadsheet is used for activity assessment data and the teacher with assessment responsibility for the group enters the data on to SIMS by the relevant deadline
- TDA and LBL will use this centralised document to track the data of each year group and use it to monitor particular classes and groups of students.