



**Harlow Way**  
Community School  
Learning for life, success for all



**Assessment**

**PHYSICAL EDUCATION**

## PE Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

**Formative assessment** is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

**Summative assessment** can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

### Assessment in the PE department

| <b>Formative assessment</b>  |   |
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| Which <b>methods</b> of formative assessment have you chosen to use in your subject area?                      | <p>Formative assessment in practical PE lessons consist of:</p> <ul style="list-style-type: none"> <li>➤ Teacher observations to provide instant feedback</li> <li>➤ Deliberate questioning</li> <li>➤ Peer to peer coaching</li> <li>➤ Do Now and retrieval tasks</li> </ul> <p>These will focus on skills learned where the progress of each student is obtained.</p> <p>Students taking examination PE will continue to be assessed through these methods as well as</p> <ul style="list-style-type: none"> <li>➤ Informal class testing</li> <li>➤ Quizzing to inform planning</li> <li>➤ Exit questions</li> </ul> |
| How does KS3 differ from KS4?  | Assessment methods continue from KS3 to KS4 however the demands of the language will increase.  |
| <b>Why</b> do you think these methods are best suited to your subject and how do you know they are successful? | Due to the practical nature of the PE, teacher observations are the most effective. We moderate across the department, highlighting good performances and offering feedback to staff and students regarding progress. Where possible to encourage students to develop coaching skills and the ability to offer feedback allows them to be owners of their own learning and developing knowledge and skills at a deeper level.   |

| <b>Summative assessment</b>   |  |
|---|--|
| <p>How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?</p> | <ul style="list-style-type: none"> <li>➤ End of Term test in KS3 after each half term</li> </ul> <p>This is based around the theoretical topics relating to the practical lessons. This result is combined with 3 main assessment objectives to provide a working at grade. This method will allow us to accurately assess Disciplinary and Substantive knowledge.</p>   |
| <p>Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?</p>  | <p>KS3 core PE:</p> <ul style="list-style-type: none"> <li>➤ Students will be set a multiple choice quiz to gain a formative result.</li> </ul> <p>GCSE PE:</p> <ul style="list-style-type: none"> <li>➤ Students are set End of Topic tests which also include substantial elements of previous learning. End of Topic tests are not stand alone and there is an integrated retrieval approach throughout the 2 years.</li> <li>➤ Year 10 End of Year Exam and Year 11 Mock Examination in February</li> </ul> <p>NCFE Health and Fitness:</p> <ul style="list-style-type: none"> <li>➤ Students will sit an exam at the end of the course in Year 11. In preparation for this, they will complete a Year 10 Exam and a Year 11 Mock Exam in February.</li> <li>➤ Students also have a NEA to write at the start of Year 11 which makes up 60% of their final grade.</li> </ul> |
| <p>What do you do with the information that you collect from these assessments?</p>   | <p>Information gathered identifies individual students not meeting the expected progress and will then inform the class teacher of possible interventions required. Test scores are gathered and tracked within a tracking and monitoring document to be used to make accurate predictions throughout their course.</p>  |