
Assessment & Feedback Policy - PE

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

Assessment and Feedback Policy

Department: Physical Education

Type and frequency of assessment and feedback:

Feedback within PE and Sport is regular. There is a mix of formative and summative assessment across the key stages. Here are the methods used for assessment and the way in which feedback is provided, including details of when and how written and verbal feedback are used.

Key Stage 3	Key Stage 4	Key Stage 5
<p><u>Baseline Assessment</u> In order to gain subject specific baseline assessment data from the new intake of year 7 pupils, the department conducts our own standardised testing. In the first half term of the new school year. This is also then repeated at year 8 at the start of the year. Pupils are given an attainment band of Expert, Secure, Intermediate, or Developing as their baseline attainment. Data recorded on SIMS PE assessment trackers.</p> <p><u>Initial assessment of unit:</u> In the first lesson of a unit we will carry out an initial assessment, to identify the students' current level of skills, knowledge and understanding. This can support the planning of lessons within the unit and to monitor progress students make within the unit.</p> <p><u>Skills/knowledge and application of skills Development - Practical</u> Any skills, knowledge and application of skills being developed during the unit teachers will feedback verbally, this may be done individually as</p>	<p><u>Skills Development /knowledge and application of skills - Practical</u> Any skills, knowledge and application of skills being developed during the unit teachers will feedback verbally, this may be done individually as the teacher moves around the group and/or collectively during mini plenaries. Question and answer opportunities are provided through the lesson and within plenaries learning is reviewed and identified with further questioning where appropriate. When giving verbal feedback use WWW and EBI where appropriate. Alternatively, peer and self-assessment may be used against exemplar models, the feedback will identify WWW/EBI and be done verbally.</p> <p><u>Detailed Feedback exam classes:</u> Solo Taxonomy questions sheets are set for each topic which teachers will mark and give detailed</p>	<p><u>Retrieval Tests:</u> Retrieval tests are undertaken each week to check knowledge retention over time. These will be self or peer assessed and corrections will be completed on any missing or incorrect answers to help build knowledge. Teachers will give verbal feedback to these questions to clear any common misconceptions and challenge students' knowledge and understanding further.</p> <p><u>Detailed Feedback</u> Solo Taxonomy questions sheets are set for each topic which teachers will mark and give detailed written feedback within a week using the feedback sheet on the reverse of the work. The feedback will identify WWW/EBI SPAG and DIRT Tasks. Pupils must respond on the student response section.</p>

<p>the teacher moves around the group and/or collectively during mini plenaries. Question and answer opportunities are provided through the lesson and within plenaries the learning is reviewed and identified with further questioning where appropriate. When giving verbal feedback use WWW and EBI where appropriate. Alternatively, peer and self-assessment may be used against exemplar models, the feedback will identify WWW/EBI and be done verbally.</p> <p><u>Practical Assessment Lessons:</u> Assessment lessons take place at the end of each practical unit of work. EG. End of the 6 weeks Football block. This summative assessment is the opportunity for pupils to display their progress against the PE assessment ladders (see example below). Teachers make judgement based on their observations and questioning of pupils. All data recorded on SIMS PE assessment trackers.</p>	<p>written feedback within a week using the feedback sheet on the reverse of the work. The feedback will identify WWW/EBI SPAG and DIRT Tasks. Pupils must respond on the student response section.</p> <p>In year 11 specific exam questions are set for each topic which teachers will mark and give detailed written feedback within a week. The feedback will identify WWW/EBI SPAG and DIRT Tasks.</p> <p><u>Detailed Feedback:</u> Formal assessments at the end of each topic. Written feedback is given within a week and follows the BTEC Tech Award feedback template which outlines WWW/EBI and specific DIRT tasks and SPAG corrections to be completed in the feedback lesson.</p> <p><u>Mock Exams</u> Mock exams for component 3 are completed in the and Autumn Term of Y11. Written feedback is given within 2 weeks and follows the feedback template which identifies WWW/EBI and specific DIRT tasks to be completed.</p> <p><u>Retrieval Tests</u> Retrieval tests are completed once per week</p>	<p><u>Mock Exams</u> In Y12 students will have mock exams in each unit (Unit 1 – anatomy and physiology and Unit 2 – Fitness training and programming for health, sport and well-being). These will be marked within 2 weeks and written feedback given. Written feedback will identify strengths and areas for improvement based on the marking criteria. It will also identify SPAG improvements and DIRT work to be completed.</p>
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	<p>at the start of a lesson to test knowledge retention of non-negotiable content. These are self-assessed and teachers will give verbal feedback to clear up misconceptions and challenge students.</p>	
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Plan for how students will act on feedback:

When students are given written feedback, they will be set DIRT work to complete during the feedback lesson. This work will be completed in purple pen to identify it is DIRT work. The DIRT work will include up to three SPAG improvements to be written out 3 times if required. Using the school literacy codes where necessary.

During retrieval/knowledge tests students will make any corrections in a purple pen to assist with future recall.

Example of progress assessment ladder used for specific practical activities:

Teachers assess pupils based on the bands on the age-related assessment ladders, the ladders are specifically designed to mirror the SOWs in terms of content.



Y7 Football



	<p>I can;</p> <ul style="list-style-type: none"> • Display all types of passing with accuracy, good timing and correct pace – using both feet. • Control the ball effectively using all parts of the body being able to create space while controlling the ball. • Dribble the ball at speed while under pressure with accuracy and control, able to get out of tight situations maintaining possession. • Demonstrate very effective defending skills consistently, such as marking, tracking, tackling, pressing and heading. • Show high level of tactical awareness and have a dominating influence within the game.
	<p>I can;</p> <ul style="list-style-type: none"> • Demonstrate a range of passes with accuracy using the correct techniques. • Control the ball using all parts of the body with accuracy while under pressure. • Dribble the ball with control and accuracy, changing direction and speed easily, able to beat an opponent with use of a range of skills. • Demonstrate advanced shooting techniques with accuracy. EG. Shooting first time/on turn and volleying. • Defend effectively within a team as part of a defence – pressing and positioning effectively. With a clear understanding of the offside law.
	<p>I can;</p> <ul style="list-style-type: none"> • Demonstrate passing over short and long distance with accuracy using correct technique. • Control the ball using chest, thigh and feet with accuracy. • Dribble the ball and perform basic skills to beat an opponent with some accuracy. Eg. feinting. • Shoot with some accuracy using both placement and power shooting techniques. • Demonstrate defending skills such as jockeying and marking with success. • Understand the main tactics involved in defending and attacking.
All = Expert	<p>I can;</p> <ul style="list-style-type: none"> • Demonstrate passing over short and long distance using the correct part of the foot with some accuracy. • Control the ball using the inside of both feet with accuracy. • Dribble the ball using different parts of the foot with some control. • Create space by creating angles to receive a pass. • Show basic defending skills with accuracy such as positioning goal side within a game and tackling successfully in a 1v1.
Some = Secure	
All = Intermediate	<p>I can;</p> <ul style="list-style-type: none"> • Demonstrate a side foot pass over a short distance with some control. • Control the ball using the inside of the foot with some accuracy. • Dribble the ball using one foot with balance and some control. • Understand basic rules of small sided games.
Some = Developing	



“Behind every kick
of the ball
there has to be a thought”



Helpful worked examples of effective feedback practices in the department:

Below is an example of the L2 and L3 BTEC Feedback Template. These can be found electronically here and on the PE Microsoft team:

BTEC in Sport - Assessment Feedback

Topic:

Reflecting on the comments on your assessment

What went well?

-
-
-

What could have been better?

-

Target for your next assessment

-

Scores

Focus		Score
Learning Aim A	Part 1	/12
	Part 2	/12
Total		/24
Percentage		%