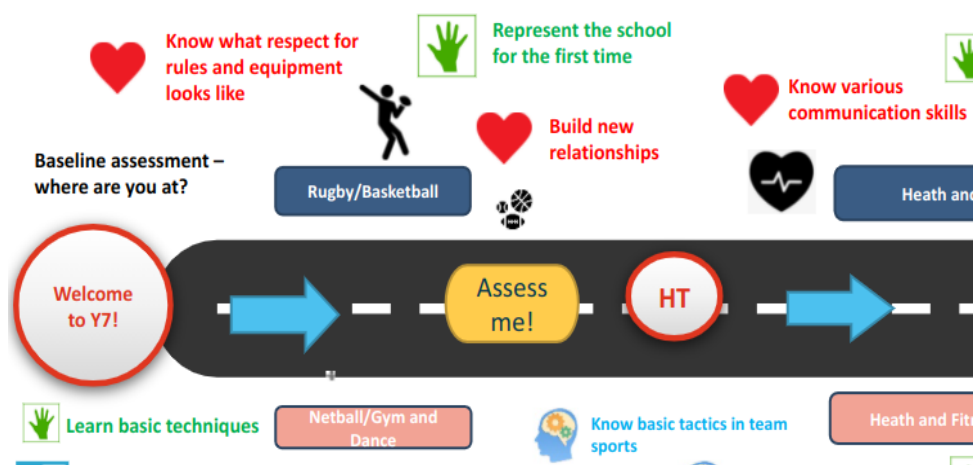


Assessment at KS3

How does it work?

Students are assessed holistically at KS3 against the 'key concepts' being taught throughout the curriculum. These key concepts can be seen in the schemes of learning (for teachers to follow) as well as the 'roadmaps' which are more student friendly so students can see their progress and the criteria against which they are being assessed. Both of these documents show the 'key concepts' being taught at each stage of the curriculum, with the key concepts being split into the 'Head, Heart and Hands' categories. Through varying 'sporting contexts' across each year, students are given the opportunity to demonstrate their capabilities to show each 'key concept' in order for teachers to make an assessment of their abilities.

Example:



During the time of the year shown above, students will be assessed on their ability to show the following 'key concepts': know what respect for rules and equipment looks like (heart), build new relationships (heart), know various communication skills (heart), represent the school for the first time (hands), learn basic techniques (hands) and to know basic tactics in team sports (head). The 'sporting contexts' that this needs to be demonstrated in is rugby and basketball for boys, and netball and gym/dance for girls.

How do we assess students against these 'key concepts'?

Methods of Assessing 'Head' Concepts	Methods of Assessing 'Heart' Concepts	Methods of assessing 'Hands' Concepts
<ol style="list-style-type: none"> 1. Questioning surrounding tactics/strategies/technique 2. Scenarios given for students to demonstrate problem solving skills 3. Ability in coaching peers 	<ol style="list-style-type: none"> 1. Observations of peer to peer interactions in competition 2. Confidence shown in leadership scenarios 3. Acceptance of rules/decisions in gameplay 	<ol style="list-style-type: none"> 1. Observations of students' practical ability in isolation/gameplay 2. Students' attendance at extra curricular sports clubs

How do these assessments contribute to an overall grade?

Teachers will use the assessment methods listed above to continually assess students within lessons across the entire year to develop a clear understanding of each students' ability across the three H-H-H concepts. These assessments will then allow teachers to place students in one of these 4 summative assessment categories:

Summative Assessment Categories

Below	<i>Although knowledge and skills have been learnt in isolation and combination, they are too simple for the relevant school stage. Learning behaviours focus on one or two relevant components. Performance demonstrates random success and participation is indifferent.</i>
Expected	<i>The learner demonstrates episodic learning in several learning concepts and in some activities, but the learning is mostly unconnected and not yet applied consistently or coherently. Articulation tends to be descriptive and conceptually limited. Participation in regular activity beyond timetabled lessons is sporadic.</i>
Good	<i>Different learning concepts have become integrated into coherent learning (Head-Heart-Hands H-H-H) and if mastered can be applied to other similar contexts. Learners know how to improve and readily link learning. Learners regularly engage in sports and physical activity. Unless SEND, this stage is expected for all learners</i>
Excellent	<i>Previous integrated learning is further conceptualised, combining thought and PE competence, and is comprehensively applied to new areas of activity or activities and in complex situations for the key stage – as well as links to other subjects. Learners operationalise knowledge and participate regularly in sports and activities</i>

How do we track/use this data?

This will be collated into a master spreadsheet which is available to all PE teaching staff which shows the overall progress grade of each student (see above) as well as 'extra information' about each student. This will potentially list areas for development, as well as key teaching strategies (especially useful where classes are shared between teachers). This also allows teachers to target individual students with their

teaching and inform students of aspects of their learning which need to be extended to allow for the maximum amount of progress. Assessment is always a topic in PE department meetings, in which any changes are discussed as well as sharing good practice as to how to develop each aspect of H-H-H.