



## **How we assess children's learning in Physical Education**

At St George's Central CE Primary School and Nursery, we employ a variety of formative and summative approaches in order to assess children's learning and to inform next steps in progress. Within Early Years, Physical Education falls within the 'Physical' section of the Early Years Foundation Stage Curriculum.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. The Early Years Foundation Stage Curriculum is divided into 1 – 3 year olds, 3 and 4 year olds and the Reception year. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge inform these assessments.

Children will be assessed on entry to our 2 year old provision, pre-school provision and Reception class. The children are then assessed during play, when practitioners are guiding their learning, and during directed teaching. In Early Years, summative data is collected at the end of each term. In Nursery, this termly data is submitted to the Headteacher and Assessment leader and in Reception, it is also collected by the Local Authority. Children are judged to be working at an expected standard or working towards an expected standard. There are two legally required summative assessment reports during the Early Years; they are the Statutory Check at age 2 and the Early Years Foundation Stage Profile. Summative assessment supports children at their transition points through their Early Years journey, for example: when a child moves from a Nursery setting into a Reception class.

Parents/carers are regularly informed about their child's assessments and progress both informally and formally throughout their time in Early Years.

Within Key Stage 1 and Key Stage 2, each unit of learning in Physical Education has a key question to focus the development of the topic, for example: 'What does it take to be an Olympian?' Lessons are then planned to ensure learning meets the expectations of the National Curriculum and allow the children to focus on the overarching question.

Teachers make use of 'The REAL PE Assessment Wheel', which supports children in being able to discover where they were, where they are currently, where they want to go and how they are going to get there within the different areas of Physical Education. This assessment tool is used to measure, and celebrate, progress, as well as informing next steps in teaching and learning. It focuses on 6 core 'cogs' including creative, cognitive, health and fitness, personal, social and application skills. Fundamental movement skills are also continuously assessed throughout the teaching and learning process. At the beginning of each unit, the children are introduced to the relevant Physical Education knowledge organiser to assess prior understanding and key vocabulary. An initial assessment also takes place, using a 'best fit' approach to match a class to a particular success criteria. A mid-unit assessment allows teachers to modify planning and address any areas of weakness, before a final assessment is made. During teaching, observations, questioning, modelling and a combination of self and peer assessment ensure that each child is aware of the progress that they are making as well as highlighting the next steps that they are aiming for.

At the end of the year, teachers submit a 'best fit' judgement for each child based on 'working towards', 'working at' or 'working above' the expected standard for Physical Education.

***'Never settle for less than your best'***

*Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*