

Assessment in Physical Education



Aim:

To provide meaningful and effective feedback which ensures progress of all students.

Physical Education (PE) assessments are crucial for evaluating students' physical fitness, skill levels, knowledge of theoretical concepts and rules of sport.

PE assessments reported to parents will be multifaceted to include head, hands and heart measures; more details of the criteria of these measures are illustrated in the graphics below.

Head	Heart	Hands
1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules	1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence	1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving

Each measure will be scored out of ten for each sport using assessment grids like the one below.

Football Assessment Criteria

	Foundation 1-2	Intermediate 3-4	Proficient 5-6	Higher 7-8	Advanced 9-10
Head 	I know some of the rules of Football but break them often	I know the rules of Football, but I occasionally get them wrong, particularly in a game situation	I can apply the rules to a game situation	I know the rules of the game and rarely make mistakes	I know the rules of the game and scoring systems
Head	I need help to understand the scoring system	I can score game situations but occasionally make mistakes and need assistance with the recording.	I can score game situations that will allow a result to be given.	I know the scoring rules and can apply them to fully competitive situation.	I am confident of umpiring and scoring a fully competitive game.
Hands 	I frequently contact the ball, and the pass usually goes in the correct direction.	I can pass the ball, and I am beginning to select different types to use. I sometimes select the wrong pass to play.	I can pass the ball with variety. They are often successful. However, I occasionally select the wrong type of pass.	I can pass the ball with variety in both attacking and defensive situations, with success.	I can pass the ball with variety in both attacking and defensive situations. On most occasions with regular success.
Hands	I frequently apply a simple shooting technique with some control and accuracy. When assisted through instruction.	I can shoot with accuracy, and I am beginning to select different types of shots. I often select the incorrect one in a game.	I use a variety of shooting techniques. I sometimes select the incorrect one in a game.	I use a variety of shooting techniques. These are sometimes applied and adapted to suit the conditions and opponents.	I use a variety of shooting techniques. These are often applied and adapted to suit the conditions and opponents.
Heart 	I cannot always tell if I have broken a rule. I am sometimes able to correct faults.	I can identify strengths and weaknesses of others	I know when I and other people have done something wrong, and I am usually correct it	I am good enough to play for my school	I can correct faults and plan to improve. I am good enough to attend local clubs/teams
Heart	I can follow instructions for a warmup and cool down safely, and could probably do this myself	I can design and lead a warmup and cool down session for a small group of people	I can lead a safe warmup/cool down, stretching the correct areas of the body	I know which muscles to stretch. I could do this for myself and understand why	I can design and lead warmups and cooldowns. I can lead a skill session.

Year 7

Fundamentals of Physical Education

Development of the fundamental skills and knowledge for a variety of sports. Students will also be encouraged to foster a positive attitude towards healthy lifestyles and have a growth mindset towards a variety of sports.



Year 8

Skill development within Physical Education

Development of the core and more advanced skills within a variety of sports. Increasing knowledge of the rules, infringements and actions taken by officials. Cultivating personal growth by developing resilience and perseverance which are both required for skill acquisition.



Year 9

Developing tactical understanding for Physical Education

Refine and develop more advanced sport skills that can be applied to different tactical and strategic plays in a variety of sports. Students to experience leadership roles within sport and apply their knowledge to take responsibility for different aspects of the lesson.

Head, Heart and Hands Assessment at Key Stage 3

At key stage 3, students are assessed using the head, heart and hands system. Students will study different sports and at the end of each they will be graded on thinking skills (Head), physical skills (Hands) and Physical Education character (Heart). Students will also be graded 1-4 for each sport with 1 being Hampering Progress, 2 Developing, 3 Positive and 4 Role Model.



Character and values of head, heart and hands

Cognitive skills (Head)

- 1) Decision making to overcome challenges in a range of different activities
- 2) Knowledge and application of rules in different physical activities
- 3) Creativity when performing in a range of physical activities
- 4) Ability to evaluate performances from themselves or others
- 5) Leadership and communication skills in physical activities

Physical Skills (Hands)

- 1) Skills and techniques required to perform well in a range of physical activities
- 2) Physical fitness to meet the demands of activities undertaken
- 3) Ability to overcome opponents during competitive physical activities in a range of challenging situations
- 4) Tactics required to outwit opponents in team and individual activities
- 5) Ability to problem solve in challenging situations

Physical Education Character (Heart)

- 1) Respect to all
- 2) Collaboration and communication within a team
- 3) Resilience and determination to overcome challenging situations
- 4) Effort and engagement in physical activities
- 5) Confidence to perform well individually or as part of a team