

Assessment in PE

Assessment for learning is threaded through all of our PE teaching. During lessons, we use various strategies such as Think, Pair, Share and Cold Calling to assess understanding; flexible groupings within the lesson to target children who may have difficulty understanding a particular concept, rule or skill; retrieval questions at the start of each lesson linking back to previous learning to name a few.



Real PE prioritises the key skills, knowledge and behaviours that underpin children's ability to engage positively and progress in PE, Sport and activity which the children are assessed on. These are:

1. Fundamental Movement Skills (FMS)
 - Building Blocks: FMS provide the foundation for advanced movements and sports skills
 - Participation and Performance: Developing FMS supports children to both engage in physical activity and play, and to maximise their potential.
 - Continuous Development: **Real PE** focuses on FMS development from EYFS through Year 6.
2. Learning Behaviours (Multi-abilities)
 - Developing the whole child, encompassing personal, social, cognitive, creative, applying physical and health and fitness development.
 - Providing learning opportunities that cater to individual needs, ensuring that every child progresses and achieves success.
 - Providing opportunities for all young people to succeed in PE and sport, nurturing a growth mindset where mistakes are seen as opportunities for learning.

The **real PE** curriculum is carefully structured and developed to build progressively as children move through the school:

- Shared learning journeys and milestones for both FMS and learning behaviours guide progress for every child.
- Strong foundations are developed starting from EYFS and then regularly re-visited reinforced and extended throughout their school journey and the children are reassessed on these as they go.
- Knowledge and skills are developed and gradually applied into different contexts as the pupils are ready

Throughout each unit, children are assessed on their learning behaviours (using the multi-skills cogs) as well as the skills they have developed over the course of the unit based on the fundamental movement skills. The teachers then use this information to adjust future planning if necessary to ensure greater understanding and development in these areas. It is also used to inform teacher judgements against the National Curriculum objectives.