

Assessment and Feedback Protocols: Department: PE

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	Teachers will...	Students will...
For daily retrieval starter tasks...	<p>KS3 – Recap on previous learning in each sport/activity, especially where safety is paramount ie Hockey or trampolining.</p> <p>KS4 - Starter tasks relating to last lesson, often involving a written response, sometimes verbal discussion.</p>	<p>Recall what they have learned previously in a sport or physical activity. They will begin to identify why they are moving on to the next skill/progression.</p> <p>Some groups require prompting ie. <i>'Tell me what we learned about the <u>basic shapes in trampolining</u>'</i>, some groups will recall without the prompt of the <u>Learning Objective</u>.</p>
For routine VIP tests...	<p>KS4: Provide VIP tests as calendared (BTec sport). All classes synchronised and receive the same VIP.</p> <p>These are a retrieval of key knowledge, all related to the PSA. These consist of 10 questions (typically 5 from the current topic and 5 from prior topics). These are based on key knowledge from the BTec Sport specification.</p>	<p>Ks4: Complete VIP task as a starter activity for applicable lesson. A time limit applies.</p> <p>VIPs to be shared with students with correct answers so they can add to or correct their answers.</p>
During the lesson...	<p>KS3 - Whole class, small group and individual feedback given to students. Questioning (Cold-calling) occurs during lesson introduction, mini-plenaries during lessons and plenary at end of lesson.</p> <p>Students for example, given a question to answer in pairs, then asked to answer (Cold-calling). Ie – <i>'What does a good overhead clear in badminton look like'?</i></p> <p>During activity, Individual errors corrected 'in-play'. 'Fix it – move up'.</p> <p>Opportunity for teachers to find and praise (reward with points) good practice.</p> <p>KS4- The teacher will circulate and provide prompt verbal feedback about the work and question any ideas they have to enable the students to speak with confidence about their work.</p>	<p>Students will be asked to feedback to their partner 'What Went Well' and refer to the teaching points when answering.</p> <p>Positive points and an area for improvement identified with teacher support whilst circulating.</p> <p>Students will be asked to identify good performance from their group and elaborate why ie. <i>'Who was the best hockey player in your group today and tell me why'</i>. PEER ASSESSMENT/Feedback.</p> <p>Often done on a small group level or whole class level.</p> <p>Moving towards including more 'Self Assessment' against pre-set criteria: ie. <i>'I can dribble well by twisting my hockey stick to manoeuvre the ball to beat an opponent...'</i></p>

	<p>Effective questioning of students to check understanding and prompt them towards successful completion of work. Prompts to stimulate whole class discussions - 'Real World' and relevant sporting examples used ie. Components of fitness: 'Who can perform the splits'? (flexibility) or 'Tell me about Usain Bolt' (Speed).</p> <p>Praise offered for good work and identified to the whole group (WAGOLL). This stimulates further discussion on topics.</p>	
<p>For formal assessments...</p>	<p>KS4 - Teachers will mark (and then moderate) formal assessments using the Edexcel Mark Scheme. The new BTEC Tech sport course is typically a mark out of 12 for each task. Students will be shown the Mark schemes including how many marks are available to them for the application of their knowledge and understanding (<i>Limited/adequate/good/comprehensive</i>).</p> <p>Future Creation of 'Question level analysis' trackers showing individual student level performance on each topic within the assessment, enabling identification of skills gaps to address in future lessons. Students to know which skills to address through revision</p>	<p>At KS4 students use the mark scheme and the teachers written feedback to uplevel their work. They can use their books, knowledge organisers and WAGOLL to help improve it. There is a quick turnaround currently in year10 from the Mock Assignment to the actual PSA.</p> <p>During 'purple pen' lesson, students will read through work again and the comments made by teachers. They will respond to any comments left, fill in any gaps or correct work as advised.</p>