



Kings Langley School

Unlocking Potential for Life

Physical Education Assessment & Feedback Policy 2023/24



The following assessment and feedback policy is written in accordance to the main school Assessment & Feedback Policy. This policy recognises the unique nature of how assessment can be conducted within the subject and the requirements of teaching staff to provide students with accurate feedback which is consistently applied by all subject staff.

Live Marking – it is an expectation that all students receive verbal feedback on their practical performances and classwork during **every** lesson. Verbal feedback is our most valuable form of feedback as with practical activities, students make instant improvements from this form of feedback. As the teacher circulates the teaching space they should be assessing student progress against the intended knowledge acquisition, application of knowledge or development of skill intended for that lesson. There is no expectation of the teacher to record this ‘marking’ when it is verbal feedback within a practical activity. Where students are producing written work then teachers within this subject should mark students spelling, punctuation, presentation and grammar (SPaG) with a red pen. Student corrections should then be made using a green pen, and checked by the teacher.

Low-stake Testing (quick-start) – all lessons* (KS3, 4 and 5) must commence with a quick-start in order to engage students into learning immediately. Quick-start tasks in the subject of PE will vary depending on the nature and extent of practical activities planned within a lesson. Most lessons will start with a series of five questions that will test students prior knowledge, a key definition, knowledge recently acquired or possibly knowledge that is about to be gained. Quick-starts may also be delivered through testing of vocabulary and literacy if appropriate. Class teachers should decide on their quick-start on the basis of the ability of their individual class, what has been taught (and how), as well as misconceptions that may be perceived by the teacher during live marking and other forms of teacher assessment. When students are marking these quick-starts they should use a green pen.

*Where heavily practical based lessons are constrained by time, a quick-start does not need to be a written task, the quick-start could relate to resources being acquired and correctly set up in preparation for an efficient delivery of the practical task, or a mixture of both.

KS3 Interleaving Tests – as part of the student’s development of knowledge and application of knowledge, students in KS3 will receive an online Interleaving Test each term. Interleaving knowledge is related to future inclusion within GCSE PE studies and is taught through practical application each term. The depth and difficulty of this knowledge increases throughout KS3. A copy of the Interleaving Knowledge Schedule is below (Appendix A).

KS3 Practical Assessments – the assessment of student progress within practical lessons takes place at the end of each activity. Students are assessed on their application of practical skills, physical fitness to participate, acquisition of knowledge, levels of participation, character traits, and tactical awareness. The depth and difficulty of the practical skills taught increases throughout their time at Kings Langley. A copy of the Games Assessment criteria is below (Appendix B).

GCSE/A-Level Module Tests – the assessment of student progress and knowledge (both theoretical and practical) should be monitored regularly by the teacher to ensure that misconceptions and gaps in knowledge are addressed within future teaching. Module tests should be between 35-45 mins in duration and should relate directly to the knowledge or application of knowledge (practical work). In PE, a written test will take place after the teaching of each module has taken place; this will test the depth of knowledge and theory. The results of GCSE class tests must be recorded on the ‘GCSE PE Assessment Record’ (see appendix C) which is located in the front of every GCSE folder/book. Feedback will then be provided to the student in order for them to act upon.

GCSE/A-Level Practical Assessments – for practical work an assessment of their **range of skills, quality of skills, physical attributes, decision making, and effective performance** will take place after each practical activity is completed. Feedback will then be provided to the student in order for them to act upon.

Examinations – as part of the student’s development of knowledge and application of knowledge, students will receive an examination. This examination is split into two parts for GCSE and three parts for



A-Level. The examinations take place in accordance with the assessment calendar. Written examinations are assessed against the appropriate Mark Scheme. The grades achieved within the examinations are used to generate the SIMS grade entry which is detailed on the whole school assessment calendar. It is imperative that this is followed in order to achieve consistency of data entry across the subject. Deviation from this causes inaccurate data consistency and therefore thorough and functional analysis and data interrogation is not possible.

Written Feedback

The GCSE PE Assessment Record and Folder/Book Assessment Record highlights specific modules and checks which must be assessed and written feedback provided. This is usually after every module and one folder/book check per term. At their discretion, teaching staff may wish to identify additional pieces of work to provide written feedback to students however this should not be used to generate a SIMS grade entry.

Written feedback is given through the use of written comments or post-it notes which should be attached to the page where the work is located.

In order for written feedback to be high-quality, it must contain the following:

- Identify strengths within the work produced
- Identify areas which require improvement
- Suggest ways of improving the work to therefore increase attainment and outcomes
- Use of school-wide and GCSE PE marking codes



Quality Assurance: Standardisation & Moderation of Examinations and SIMS Data Input

The accuracy and consistency of assessment is of paramount importance. Teachers must use the assessment criteria with accuracy and ensure that they understand the expectations and requirements of the assessed piece of work. In order to achieve this the following process is embedded into departmental practice to ensure quality assurance is achieved:

Stage 1: Standardisation Meeting

Department standardisation meeting is held where each classroom teacher provides a minimum of three student examples from each class displaying contrasting levels of outcomes. The standardisation group identifies grades using the relevant assessment criteria for that year group and the programme of study which outlines the skill/knowledge being assessed. Standardised grades are recorded and the subject leader circulates a visual record of standardisation for classroom teachers to use as a benchmark.

Stage 2: Teacher Assessment

Classroom teacher assesses the student's work/performance using the relevant assessment criteria.
KS3 - Details of the assessment are recorded on the KS3 Assessment Spreadsheet, and data inputted into SharePoint & SIMS. KS4 – Details of the assessment are recorded on the GCSE PE Assessment Record sheet and Assessment Spreadsheet, with data inputted into SIMS.

Stage 3: Subject Leader QA – Data Analysis & Interrogation

Once all data has been inputted into SIMS, the LAL analyses data entry for the year group and identifies anomalies, potential data inaccuracies or areas that require further enquiry such as; potential leniency/severity of marking, under-performing groups of students (PP, male/female, SEND, EAL, etc.), or abnormal grade distribution. At this point historical progress and attainment data will be consulted in order to complete trend analysis against target grades.

Stage 4: Data Adjustments

If any adjustments need to be made, the LAL communicates this to individual classroom teachers and provides support in ensuring assessment accuracy is achieved and is consistent across the year group.

Stage 5: Learning Area Leader Post-data Input Report

The LAL produces a report detailing student attainment and progress across the year group. Within this report the LAL outlines data observations, trends, grade distribution, under-performing student groups, specific students causing concern and most importantly, identifies the requirements for intervention and proposed strategies to be discussed at the subject development meeting.



Appendix A

Key Stage 3 Physical Education Interleaving Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Components of fitness	Functions of the skeleton	Benefits of a warm up and cool down	Prevention of injury	Goal setting	Characteristics of a skilful movement
Year 8	Components of fitness (Sporting examples)	Location of major bones (19)	Planes of Movement	Location of major muscles	Mental preparation	Classification of a skill
Year 9	Methods of training	Types of movement at joints	Axis of rotation	The role of muscles in movement	Types of guidance and feedback	Health, fitness and wellbeing

Autumn 1 - Physical Training		
Year 7 - Components of fitness	Students are able to match each component of fitness with the correct definition. When completing baseline testing students can identify which component is being tested.	Know the components of fitness: <ul style="list-style-type: none"> • Cardiovascular endurance - The ability for the heart and lungs to deliver oxygen to the working muscles over a sustained period of time. <ul style="list-style-type: none"> ○ Cooper 12 minute run/walk test - multi-stage fitness test • Muscular endurance - The ability for a muscle or group of muscles to contract repeatedly without getting tired



		<ul style="list-style-type: none">○ press-up test - sit-up test● Speed - The ability of the body to move quickly<ul style="list-style-type: none">○ 30m sprint test● Strength - The ability for a muscle to exert force for a short period of time<ul style="list-style-type: none">○ grip strength dynamometer test○ 1 Repetition Maximum (RM)● Power - The combination of strength and speed<ul style="list-style-type: none">○ standing jump○ vertical jump● Flexibility - The range of movement at a joint<ul style="list-style-type: none">○ sit and reach test● Agility - The ability to change direction quickly<ul style="list-style-type: none">○ Illinois agility test● Balance - The ability to maintain the centre of mass over the base of support<ul style="list-style-type: none">○ stork stand test● Co-ordination - The ability to move two or more body parts in one smooth fluid movement.<ul style="list-style-type: none">○ Alternate hand wall throw test● Reaction time - The time taken to respond to a stimulus<ul style="list-style-type: none">○ reaction time ruler test
Year 8 - Components of fitness (Sporting examples)	When given a sporting example students can say what the main component being used is. Students can give their own examples of each component.	<ul style="list-style-type: none">● Cardiovascular endurance - Marathon running● Muscular endurance - A football player repeatedly kicking the ball with their right foot● Speed - A hockey player sprinting towards the goal● Strength - A weight lifter lifting a heavy dumbbell● Power - A basketball player jumping to block a shot



		<ul style="list-style-type: none"> • Flexibility - A trampolinist performing a straddle jump • Agility - A rugby player dodging to avoid being tackled • Balance - A gymnast landing a forward somersault • Co-ordination - A netballer catching the ball • Reaction time - A netballer responding quickly to the whistle during a centre pass, sprinting out and receiving the ball.
Year 9 - Methods of Training	Students look at a training method to improve a specific component of fitness.	<ul style="list-style-type: none"> • Continuous training (CVE) • Fartlek (CVE and Speed) • Interval (CVE, muscular endurance and Speed) • Circuit training (Muscular endurance, agility, speed, CVE) • Weight training (strength) • Plyometrics (Power) • HIIT (High Intensity Interval Training) (CVE, speed, muscular endurance, strength).
Autumn 2 - The structure and function of the skeletal system		
Year 7 - Functions of the skeleton	Students are able to explain the 6 functions of the skeleton and provide practical examples	<ul style="list-style-type: none"> • support • posture • protection • movement • blood cell production • storage of minerals.
Year 8 - Location of major bones (19)	Students know the name and location of major bones.	<ul style="list-style-type: none"> • Cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals.
Year 9 - Types of movement at joints	Students explain what movement their body is doing when performing in sport and physical	Types of movement at hinge joints and ball and socket joints:



	activity. They can give a sporting example of each movement.	<ul style="list-style-type: none">• types of movement at hinge joints and apply them to examples from physical activity/sport: flexion and extension• types of movement at ball and socket joints and apply them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction, circumduction.
Spring 1 - Preventing injury/ Movement analysis		
Year 7 - Benefits of a warm up and cool down	Students understand the key components of a warm up and the benefits of completing a warm up and cool down.	<p>Components of a warm up</p> <ul style="list-style-type: none">• pulse raising• mobility• stretching• dynamic movements• skill rehearsal <p>Benefits of warm up</p> <ul style="list-style-type: none">• increase body temperature• increase heart rate• flexibility of muscles and joints• pliability of ligaments and tendons <p>Components of a cool down</p> <ul style="list-style-type: none">• low intensity exercise• stretching <p>Benefits of a cool down</p> <ul style="list-style-type: none">• helps the body's transition back to a resting state• gradually lowers heart rate, temperature and breathing rate• circulates blood and oxygen• increases removal of waste products such as lactic acid• reduces the risk of muscle soreness and stiffness



Year 8 - Planes of Movement	Students can explain how the body is divided by planes and be able to identify the plane of a given sporting example	<ul style="list-style-type: none"> • frontal - Adduction/abduction - Cartwheel in gymnastics • transverse - rotation - Pivot in netball • sagittal - flexion/extension - Kicking a football
Year 9 - Axis of rotation	Students can explain how the body rotates around each axis and are able to identify the axis for a given sporting example.	<ul style="list-style-type: none"> • transverse - Somersault in trampolining • longitudinal - Pirouette in dance • frontal - Cartwheel in gymnastics
Autumn 2 - The structure and function of the muscular system		
Year 7 - Prevention of injury	Students know a range of strategies to reduce the risk of injury and can identify potential hazards in a variety of practical locations	<p>Reducing risk of injury</p> <ul style="list-style-type: none"> • personal protective equipment • correct clothing/footwear • appropriate level of competition • lifting and carrying equipment safely • use of warm up and cool down <p>Potential hazards</p> <ul style="list-style-type: none"> • debris • Debris/litter • Floor/pitch/surface • Equipment • Goal posts • Moveable equipment
Year 8 - Location of major muscles	Students know the name and location of major muscles	• deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius
Year 9 - The role of muscles in movement	Students understand that muscles work in pairs when contracting.	<ul style="list-style-type: none"> • agonist - working muscle contracting and shortening • antagonist - resting muscle lengthening and balancing <p>Examples of pairs - bicep and tricep, Hamstring and quadricep</p>



	Give an example of an antagonistic pair	
Summer 1 - Sport Psychology		
Year 7 - Goal setting	Students understand the SMART principle of goal setting and why we set goals. Students create their own SMART goal for the activities they're completing	Specific, Measurable, Achievable, Recorded, Timed Reasons for goal setting - Exercise adherence, motivation, improve performance, to measure improvement.
Year 8 - Mental preparation	Student can explain 4 mental preparation techniques and have applied these all within their lesson.	<ul style="list-style-type: none">• imagery - creating pictures in our minds• mental rehearsal - internal (imagining doing the activity) and external imagery (watching yourself from outside of your body)• selective attention - concentrating on what is relevant and blocking out irrelevant distractions.• positive thinking - Being positive about past performances and talking to themselves about how successful they're going to be.
Year 9 - Types of guidance and feedback	Students understand the different types of guidance and give practical examples of each. Students practice the types of guidance within their lessons.	Types of guidance: <ul style="list-style-type: none">• visual - Watching a demonstration• verbal - Telling learners what to do• manual - A teacher physically helping a performer through a move• mechanical - Using equipment to support and guide the performer Types of feedback: <ul style="list-style-type: none">• intrinsic• extrinsic• knowledge of performance



		<ul style="list-style-type: none"> • knowledge of results • positive • negative.
Summer 2 - Sport psychology / Health fitness and wellbeing		
<p>Year 7 - Health, fitness and wellbeing</p>	<p>Students can identify factors that contribute to a healthy and unhealthy lifestyle. Students understand the difference between physical, emotional and social health benefits to exercise.</p>	<p>Factors that contribute to a healthy lifestyle:</p> <ul style="list-style-type: none"> • Eating healthy • Regular exercise • Not smoking • Maintaining a healthy bodyweight <p>Factors that contribute to an unhealthy lifestyle:</p> <ul style="list-style-type: none"> • Poor diet • Lack of exercise • Smoking • Excessive alcohol consumption • High stress levels <p>Physical benefits; - injury - coronary heart disease (CHD) - blood pressure - bone density - obesity - Type 2 diabetes - posture - fitness</p> <p>Emotional benefits; - self-esteem/confidence - stress management - image</p> <p>Social benefits; - friendship - belonging to a group - loneliness</p>
<p>Year 8 - Characteristics of a skilful movement</p>	<p>Students know the definitions of a motor skill, a skilful movement, efficiency, pre-determined, co-ordinated, fluent and aesthetic and can give an example of each.</p>	<p>Definitions</p> <ul style="list-style-type: none"> • Motor skill - An action or task that has a goal and requires voluntary body movement to achieve this goal. • A skilful movement - where a pre-determined objective is accomplished with maximum efficiency with a minimum outlay of energy



		<ul style="list-style-type: none">• Efficiency - No wasted effort in the movement• Pre-determined - Performer knows what they are doing and trying to achieve.• Co-ordinated - All parts of the skill are linked together seamlessly• Fluent - Flowing and smooth• Aesthetic - Pleasing to the eye
Year 9 - Classification of a skill	Students can identify if a skill is simple or complex on the difficulty continuum. Students can determine whether a skill is open or closed on the environmental continuum.	Simple to complex skills (difficulty continuum) <ul style="list-style-type: none">• Complex - requires a lot of decisions to perform the skill.• Simple - Requires little decision making. Open to closed skills (environmental continuum) <ul style="list-style-type: none">• Open skill - affected by the environment, requires perceptual decision making.• Closed skill - not affected by the environment.

Assessment questions to follow

- Teachers are reminded at the start and middle of the term about the topics to build into their lessons
- Teachers are informed when the quiz goes onto MS Teams (2 weeks before the end of term)
- Teachers remind students who haven't completed it 1 week before end of term

During department meetings teachers discuss ideas for building work into lessons and share best practice throughout



Appendix B

Head, Heart & Hands KS3 Assessment

Pupils will be assessed across the three strands of Physical Education in six activities throughout the year, and across their time in KS3. They will receive a grade each term, with their yearly Midterm Assessments and End of Key Stage Grade calculated, and averaged out, from their termly grades. However, their overall Head, Heart, Hands grade incorporates a more holistic grade, which includes a student's aptitude across the key skills listed below. Students will also have the opportunity to develop their academic understanding of Physical Education across a number of academic checkpoints linked to their knowledge development in KS3. This will be taught via practical lessons and assessed as Homework via their Teams account.



HEAD

Knowledge & understanding

Confidence

Analysis

Feedback



HEART

Communication

Leadership

Effort

Attitude



HANDS

Physical development

Skill development

Fitness

Participation in competition



HEAD

1	2	3	4	5	6	7	8	9
Acquiring			Developing			Mastering		
<p>Is aware of how to apply some fundamental movement skills in activities.</p> <p>May know some simple tactics, but needs support to explain them.</p> <p>Can accurately pinpoint a performer's strengths and areas for development, and can make some suggestions as to how to improve their own and other's performances.</p> <p>Can work with a partner to help lead or organise equipment and participants. Lacks confidence in communicating tasks to larger groups.</p> <p>Lacks originality, imagination, and creativity.</p> <p>Knows the importance of a warm-up and cool-down.</p>			<p>Is aware of how to apply fundamental movement skills in activities.</p> <p>Can suggest how tactics can be applied to competitive situations.</p> <p>Can compare performances, and is able to recognise a good performance and use the information to make suggestions on how to improve their own and others' performances.</p> <p>Shows good levels of originality, imagination, and creativity.</p> <p>Makes informed choices about engaging in physical activity with support.</p> <p>Shows confidence in most situations when leading small groups.</p>			<p>Acquires new knowledge quickly and has developed an in-depth understanding of a wide range of PE and sporting activities.</p> <p>Has a thorough knowledge and understanding of the rules, laws, regulations, and can apply these to the situation at hand.</p> <p>Can suggest and apply complex tactics and strategies in competitive situations to influence the game to their advantage.</p> <p>Shows very good levels of originality, imagination, and creativity.</p> <p>Can critically evaluate and develop targets to have an impact on their own and others' performances.</p> <p>Has outstanding levels of participation and can make excellent choices about engaging in physical activity.</p> <p>Can lead small groups. Is well organised and a positive communicator.</p>		



HEART

1	2	3	4	5	6	7	8	9
Acquiring			Developing			Mastering		
<p>Can engage in co-operative and competitive activities with others.</p> <p>Can communicate and collaborate with increasing confidence whilst taking part in activities.</p> <p>Is acquiring confidence and interest in a range of physical activities.</p> <p>Is aware of why it is important to exercise regularly and live a healthy lifestyle.</p> <p>Occasionally participates in extra-curricular activities.</p>			<p>Can work co-operatively and lead others, with support, by organising and officiating events and activities.</p> <p>Is empathetic towards others, and shows respect for fellow participants and officials.</p> <p>Has an interest and commitment to a range of competitive and cooperative extra-curricular activities.</p> <p>Is aware of why it is important to exercise regularly and live a healthy lifestyle.</p> <p>Regularly participates in extra-curricular activities.</p>			<p>Takes pride in representing KLS.</p> <p>Can lead others by organising and officiating events and activities. Has excellent communication skills.</p> <p>Can motivate and instil positive sporting attitudes in others.</p> <p>Has an enthusiasm for, and a commitment to, a range of physical and extra-curricular activities.</p> <p>Can explain the reasons why it is important to eat sensibly, and avoid smoking, drugs, and alcohol.</p> <p>Understands why it is important to balance involvement in physical activity for the benefit of physical, social, and mental health.</p>		



HANDS

1	2	3	4	5	6	7	8	9
Acquiring			Developing			Mastering		
<p>Demonstrates a basic level of technical accuracy, with inconsistent precision, control, and fluency.</p> <p>Continues to acquire fundamental movement skills and is becoming an increasingly competent and confident performer.</p> <p>Able to work by themselves and with the support of others to improve performance.</p> <p>Exercises fairly regularly and lives a relatively healthy lifestyle.</p>			<p>Demonstrates a competent level of technical accuracy, with good precision, control, and fluency.</p> <p>Can acquire and develop new skills competently.</p> <p>Can practice skills in a range of activities and apply them in selected situations to achieve good levels of performance.</p> <p>Is physically fit and can remain active for sustained periods to help promote health and fitness.</p> <p>Can work independently, and with others, for extended periods of time.</p> <p>Participates well in PE lessons and engages in a range of extra-curricular activities.</p>			<p>Represents KLS, or higher, in more than one activity.</p> <p>Acquires new skills very well, and demonstrates an advanced level of technical accuracy, with precision, control, and fluency.</p> <p>Can practice skills in a wide range of activities, and apply them in pressured and competitive situations, to achieve very good levels of performance.</p> <p>Is physically fit and can remain active for sustained periods to help promote health and fitness.</p> <p>Can work for extended periods of time, both independently and with others, with little guidance and support.</p>		



Appendix C

GCSE PE Assessment Record

Test	Score	Grade	Focus for development
Skeletal System			
Muscular System			
Movement Analysis			
Folder check			
CV & Respiratory System			
Effects of Exercise			
Folder check			
Components of Fitness			
Principles of Training			
Preventing Injury			
Folder check			
Year 10 Summer Mock			
Year 11 Autumn Mock			
Folder check			
Engagement Patterns			
Commercialisation			
Year 11 Trial Exam			
Folder check			
Mental Preparation			
Health & Fitness			



Appendix D

GCSE PE Folder/Book Assessment Record

Student name:		Target grade:	
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Expectation	Folder/Book check					Focus for development
	1	2	3	4	5	
Book is well looked after						
Assessment Record						
Course outline						
Glossary of key terms						
Orange Quick Start book						
Exercise Book						
Date, title, underlining						
Revision booklet						
Revision booklet completed						
File is in chronological order						
Module section dividers						
Worksheets completed						
Use of plastic wallets						
Evidence of Module Tests						
Green pen on Module Tests						
Homework completed						

