Assessment in Core PE

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Making and applying	Retrieve principles of advanced strategies, tactics or composition, so you can consistently apply these with originality, proficiency and flair. Work both independently and as a team to find imaginative, novel and different solutions to problems posed individually and others.	Essential knowledge and understanding to have success in any competitive game.	Done without knowing. Stronger as a team than an individual.	Spatial awareness Decision making Tactical understanding Risk assessment Making balance and unbiased decisions.	Affect and influence decisions Quick decisions lead to tactical advantage. Needed to influence the decisions and skills applied. Influence the outcome if a passage of play or event. Aids cooperation and success all round.
Analysis and evaluation	By judging yours and others performance showing understanding of skills, strategy, tactics, composition and fitness relate to and affect quality and originality of performance. Reach this judgement independently and	Aid improvements in performance in both yours and others work. Influences your decision making and applied skills. Develops understanding and tactical awareness.	It is not a criticism its constructive. There to help not to belittle. Doesn't need to be lengthy. Can be quick and to the point.	Observations Informed intervention Target setting (SMART) Communication/interpersonal skills Critical thinking and drawing individual conclusions.	All performers need to analyse and assess both their own and others performance to support development of practical skills.

	with others about yours and others performance, prioritising areas for development supported by appropriate feedback.			Breaking down skills (Coaching points) Modelling	
Group work and Leadership	Take on different roles and responsibilities within an activity, showing the ability to organise and communicate effectively. Apply rules fairly and consistently or adhere to codes of conduct and the principles of sportsmanship for various activities.	All team sports are based on groupwork and the knowledge and understanding of communication, cooperation and ownership of actions.	More than one way to lead! The loudest is not always the best leader. The best performer is often not the most important and you are only as strong as your weakest player.	Communication Cooperation Teamwork Empathy Modelling/leading by example	Demonstrates core values and skills that can be taken from sport and sporting success into other aspects of life both in school and after.
Informed healthy lifestyle	Retrieve and apply knowledge and understanding of healthy active lifestyles and fitness. Understand the contribution of physical activity on	Lifelong habits to carry on after school to contribute to overall wellbeing and health.	Sport and physical activity is just about competition and winning.	Knowledge of health, fitness and exercise including all aspects (social, emotional/mental and physical) Components of fitness	Knowledge and understanding of all elements of health and fitness to lead to a positive prosperous life.

Completion of skills	physical, emotional/mental and social well-being and participate regularly in physical activity both in and out of school for the benefit of your health and wellbeing. Consistently use basic and advanced skills, techniques and ideas with precision, control, fluency and originality, in both controlled and competitive situations.	All competitive games, individual sports and physical activity are based on the completion of relevant skills, starting with fundamental movement to elite skills.	That all skills must be completed to an elite level to achieve.	Diet and nutrition Coordination Core skills for all sports covered- see individual units.	To take part in any form of sport or physical activity, at least fundamental skills need to be acquired and developed to the highest possible standard.

Summative Assessment in PE (GCSE)

Assessment	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**

Applied anatomy and physiology.	The structure and function of the skeletal system. The structure and function of the muscular system. Movement analysis. The cardiovascular and respiratory system. The effects of exercise on the body.	To understand how the body works and how this impacts practical performance. All components of the body systems, their functions and how they are affected by exercise. How the muscular-skeletal system works together through movement analysis.	Incorrect anatomical names.	Identification of the correct components and their function.	Application of knowledge and understanding of anatomy and physiology and its influence of all physical activity and sport.
Physical Training	Components of fitness Applying the principles of training Preventing injury in physical activity and training	How are body can be improved to suit the activity, adapted to improve performance.	There are other types of fitness as well as cardiovascular/ Endurance.	Being able to apply principles of training to optimise performance.	Application is further assessed in the |AEP and can inform an active healthy lifestyle.
Socio-cultural influences	Engagement patterns of different social groups in physical activity in sport Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport	To understand socio-cultural influences and their impact on sports and physical activity.	Culture and religion are the same.	Identifying the correct influencing factor and interpreting current data and trends.	To understand the socio-cultural influences and understand how they can be address to improve participation.

Sports Psychology	Sports psychology	A basic understanding of how psychology can influence our performances and help us improve.	Negative feedback is bad.	To be able to mentally prepare for competition and know how different types of guidance and types of feedback affect performers.	To be able to mentally prepare for challenges and chose the best type of guidance and feedback for different performers, to achieve the best outcome.
Health, fitness and well-being	Health, fitness and well-being	To know how to lead a healthy life, with good fitness and well-being and what health, fitness and well-being mean.	Health is not just physical or mental. Fitness is not just how long you can run.	To be able to identify all the elements of health, fitness and well-being and be able to support all.	To be able to apply strategies practically, including in later life.
Practical Performance	Performance in 1 team and 1 individual sport plus 1 other	To be able to demonstrate theoretical knowledge, understanding and tactical awareness through practical performance.	You need to be good at more than just one sport.	Basic and advanced skills for the chosen sport from the practical criteria.	To be able to complete the skills and cover the practical grading criteria.
Analysing and evaluating performance	Analysis and evaluation of a chosen sport and how it can be improved.	To be able to improve your own and others performance.	No one is the perfect athlete.	Identifying areas of strength and weakness and planning a	To be able to acknowledge weakness and implement strategies to improve and apply

				programme to support improvement.	this to other challenges.

Summative Assessment in Cabridge National

Assessment	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**
1: Issues which affect participation in sport 1.1 User groups	□ Gender □ People from different ethnic groups □ Retired people/people over 60 □ Families with children	To allow students to Identify and describe different user groups	Gender often identified as female/male (rather gender) Ethnic minorities rather than different ethnic groups	Identifying different groups with correct definition	To allow them to identify correct /appropriate barriers to participation

	□ Carers □ People with family commitments □ Young children □ Teenagers □ People with disabilities □ Parents (singles or couples) □ People who work □ Unemployed/economically disadvantaged people		Retired people often referred to as old people Children not always categorised in age groups		
1.2 Possible barriers	Possible barriers which affect participation in sport: • Employment and unemployment • Family commitments • Lack of disposable income • Lack of transport • Lack of positive sporting role models • Lack of positive family role models or family support • Lack of appropriate activity provision	Link user groups to barriers they may face when participating in sport	Failure to refer to the lack of something which will prevent them for participation in sport. Failure to complete combination of lack of provision, with facilities	Identifying potential barriers that impact specific user groups.	To correctly match barriers to different user groups in line with their definitions and how this can affect participation in sport.

	• Lack of awareness of appropriate activity provision • The lack of equal coverage in media in terms of gender and ethnicity by the media				
1.3 Possible barrier solutions	• provision • Promotion • increased/appropriate transport • availability of appropriate facilities and equipment • improved access to facilities • appropriate pricing.	Link solutions to barriers for different user groups to help them to participate in sport	Often mismatching matching a solution to an appropriate barrier Providing solutions that are provided by a provider but the individual	Identifying positive solutions that can solve participation issues for different user groups aligning to specific barriers.	Solutions must be suitable and link to the barrier and group identified
1.4 Factors which can positively and negatively impact on the popularity of sport in the UK	•The number of people participating •The provision of facilities •Environment / climate activity influences •Live spectator opportunities •The amount and range of media coverage •The high levels of success of both	Give examples of factors that can influence the popularity of sport in the UK Determine if a factor has a positive or negative impact on the popularity of sport in the UK	Difference between participation and popularity Media coverage is not social media or advertising	To identify the different factors which can both positively and negatively influence the popularity of a sport	Each factor must have both a positive and negative influence with examples linked to user groups

	individuals and teams •The number and range of positive role models available in a sport •Social acceptability				
1.5 Emerging/ new sports in the UK	An Olympic/non Olympic professional or non-professional sport that has not become mainstream yet. Ultimate Frisby Quiddich Footgolf Disc golf MMA Womens boxing Padel Pickleball Lacrosse American Football Kabbadi Korfball	Define what an emerging sport is Identify emerging sports in the UK	Identification of sports that are currently mainstream	To be able to identify an emerging sport	To be able to apply the factors that positively or negatively impact the popularity of theses sports and why that may occur.
2: The role of sport in promoting values 2.1 Sport values	□Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal Fair play - where performers adhere to the	Define values in sport and give examples of how each is promoted in sport	Tolerance and respect not referenced together Often confused with Olympic values or sportsmanship	Being able to correctly identify each value applied in the correct scenario	Allows students to recognise the impact of sport in society

	rules and do not cheat whilst performing □ Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures □ Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport □ National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport				

	□ Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort				
2.2 The Olympic and Paralympic movement	The Creed □ The Symbol □ The Olympic and Paralympic values: □ The Olympic values of Excellence, Friendship and Respect □ The Paralympic values of Courage, Determination, Inspiration and Equality	Students need to understand the symbolism of the rigs and the values of the movement	Often confused with sporting values	Recognisng the symbolism of the rings, the values of the Olympics and and Paralympics games	Allows students to correctly identify the values and differences between the Olympic and paralyympic games.
2.3 Sporting values, initiatives, and campaigns	• Local □ • Regional • National • • Football – Football for hope) • ECB – Chance to shine • Sport Relief • Premier League – Creating chances • Sport England – This girl can	Students need to identify and correctly link initiatives to user groups	Often can link together incorrect user groups and initiatives	Understand the purpose and aims of initatives and how they tackle social cultural issues in sport	They need to know the aim and target audience for the campaigns.

2.4.1 The importance of etiquette AND sporting behaviour of performers:	The reasons for observing etiquette and sporting behaviour □ Sportsmanship □ Examples from sport	Knowledge of definition and practical examples needed to be explained	Often students connect the definition of gamesmanship to sportsmanship and vice versa Often deviant behaviour examples offered rather than gamesmanship	Applying the correct definition and using a sporting example of each	Students will need to correctly identify sporting examples of each and provide a full definition of each.
2.4.2 The importance of etiquette AND sporting behaviour of spectators:	□ Appropriate behaviour when spectating Safety	Students need to understand the term etiquette and its importance to safety and positive behaviours' of the audience	Often examples linked to players etiquette offered rather than spectators	Understanding how an audience should behave and influence a game	Students are required to explain the positive and negative sporting behaviours of an audience
2.5 The use of Performance Enhancing Drugs (PEDs) in sport 2.5.1 The reasons why sports performers use PEDs 2.5.2 The reasons why performers should not use PEDs 2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:	□ WADA's Whereabouts Rule □ WADA testing methods	Students need to understand the types of drugs used and the reasons behind them	Often WADA is written incorrectly or antidoping tests offered rather than WADA	Knowing the role of WADA and the reasons why someone may choose to take PED	Students are required to outline the reasons why and why not players take PED
2.5.4 Sanctions to prevent the use of PEDs	Bans FInes	Students need to understand the	Often repeat answers	Students need to be able to discuss the	To allow students to discuss the issue of

2.5.5 Educational strategies to prevent the use of PEDs 2.5.6 Impact of the use of PEDs on the sport		consequences of taking PED's to the performer and the sport	Focus on the athlete and not the sport	impact on both athlete and sports linked to the use of PED's	PEd;'s on the athelte and sport linked to popularity and participation
3.1 The features of a major sporting event 3.1.1 The types and scheduling of major sporting events:	□ Regular □ 'One-Off' □ Regular and recurring	Students need to be able to identify the difference between a one off, regular and recurruring sporting event and offer examples of t		Students	
3.1.2 The nature of the participants and spectators					
3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:	□ Bidding for the event □ Infrastructure and transport systems development □ Financial/commercial investment/support □ The potential for increased employment □ Local/national objections to the bidding process				
3.3.1 During the event:	□ Positive aspects/benefits include: □ Improved social infrastructure				

	⍰ Improved national morale/social cohesion ⍰ Increase in national status ⍰ Greater national interest in sport ⍰ Increased media coverage of the sport(s) ⍰ A potential increase in direct and indirect tourism ⍰ An increase in short-term employment during the event □ Negative aspects/drawbacks include: ⍰ An increase in transport, litter and noise ⍰ The potential for an increase in terrorism and crime ⍰ Poor performance by home nation/team and the impact on national pride/morale ⍰ Perceived relegation/lack of investment in regional areas not involved in the national event ⍰ Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities				

3.3.2 Immediate and longer term post-event:	Positive aspects/benefits include: □ A legacy of improved/new sporting facilities □ An increase in the sports' participation □ An increase in the profile of sports involved □ A legacy of improved transport and social infrastructure □ Raising of the city/nation's international profile/ status □ An increase in future financial investment □ Negative aspects/drawbacks include: □ The event might have costed more to host than the revenue generated □ Sports facilities unused after the event □ A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged				
4.1 National Governing Bodies (NGBs)	Promote participation □ Develop the sport's coaching and				

4.1.1 What NGBs do for their sport:	officiating infrastructure □ Organise tournaments and competitions □ Amend the existing rules and apply disciplinary procedures for rule breaking □ Ensure safety within their sport □ Provide support, insurance and technical guidance to members □ Develop policies and initiatives □ Lobby for funding				
Topic Area 5: The use of technology in sport 5.1 The role of technology in sport 5.1.1 To enhance performance 5.1.2 To increase the safety of participants 5.1.3 To increase fair play and increase the accuracy of officiating 5.1.4 To enhance spectatorship					

5.2 Positive and negative effects of the use of technology in sport 5.2.1 Positive:	□ Enhanced performance □ Lower risk of injury □ Quicker recovery from injury □ More accurate decisions □ Technical analysis				
5.2.2 Negative:	□ Unequal access to the same quality of technology □ Increased cost of technological advances □ Availability and affordability of technology □ Potential reduction in the flow of the game through introduction of officiating technology □ Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules				
5.2.3 Positive and negative effects of technology on the spectator experience					
Unit 185					
UNIT 187					

What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?

Feedback, green pen corrections, MRI section completed on the assessment label, pupils improve their answers in the lesson following the assessment.

Pupils highlight the common mistakes/misconceptions during feedback. This feeds into teaching the topic better next time and influences retrieval practices/revision.

For practical, re-evaluate the 5 areas of MAGIC, highlighting improvements and further development needed.

Formative Assessment in PE

Questioning, retrieval practice, assessment of written work, stand up/sit down, whiteboards, post-it notes, observations, modelling, verbal analysis.

Feedback and Acting on Feedback in PE (should be on the most valuable thing)

Green pen corrections, MRI section completed on the assessment label. Pupils highlight the common mistakes/misconceptions during feedback. This feeds into retrieval practices and revision.
Feedback used in practical include verbal, visual, positive, negative based on knowledge of performance/outcome.