

### Assessment in PE

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<b>M</b> aking 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.
<b>A</b> nalysis 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 with others about	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.

<p><b>Group work and Leadership</b></p>	<p>yours and others performance, prioritising areas for development supported by appropriate feedback.</p> <p>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.</p>	<p>All team sports are based on groupwork and the knowledge and understanding of communication, cooperation and ownership of actions.</p>	<p>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.</p>	<p>Breaking down skills (Coaching points)</p> <p>Modelling</p> <p>Communication</p> <p>Cooperation</p> <p>Teamwork</p> <p>Empathy</p> <p>Modelling/leading by example</p>	<p>Demonstrates core values and skills that can be taken from sport and sporting success into other aspects of life both in school and after.</p>
<p><b>Informed healthy lifestyle</b></p>	<p>Retrieve and apply knowledge and understanding of healthy active lifestyles and fitness. Understand the contribution of physical activity on physical,</p>	<p>Lifelong habits to carry on after school to contribute to overall wellbeing and health.</p>	<p>Sport and physical activity is just about competition and winning.</p>	<p>Knowledge of health, fitness and exercise including all aspects (social, emotional/mental and physical)</p> <p>Components of fitness</p>	<p>Knowledge and understanding of all elements of health and fitness to lead to a positive prosperous life.</p>

<p><b>C</b>ompletion of skills</p>	<p>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.</p> <p>Consistently use basic and advanced skills, techniques and ideas with precision, control, fluency and originality, in both controlled and competitive situations.</p>	<p>All competitive games, individual sports and physical activity are based on the completion of relevant skills, starting with fundamental movement to elite skills.</p>	<p>That all skills must be completed to an elite level to achieve.</p>	<p>Diet and nutrition</p> <p>Coordination</p> <p>Core skills for all sports covered- see individual units.</p>	<p>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.</p>
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Summative Assessment in PE (GCSE)

<b>Assessment</b>	<b>Essential Component Knowledge</b>	<b>Why is this essential knowledge?</b>	<b>Misconceptions Often Addressed</b>	<b>What are the essential skills?</b>	<b>Why is this an essential skill?</b>
<p>Applied anatomy and physiology.</p>	<p>The structure and function of the skeletal system. The structure and function of the muscular system. Movement analysis. The cardiovascular and respiratory system.</p>	<p>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</p>	<p>Incorrect anatomical names.</p>	<p>Identification of the correct components and their function.</p>	<p>Application of knowledge and understanding of anatomy and physiology and its influence of all physical activity and sport.</p>

Physical Training	<p>The effects of exercise on the body.</p> <p>Components of fitness Applying the principles of training Preventing injury in physical activity and training</p>	<p>together through movement analysis.</p> <p>How are body can be improved to suit the activity, adapted to improve performance.</p>	<p>There are other types of fitness as well as cardiovascular/ Endurance.</p>	<p>Being able to apply principles of training to optimise performance.</p>	<p>Application is further assessed in the  AEP and can inform an active healthy lifestyle.</p>
Socio-cultural influences	<p>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</p>	<p>To understand socio-cultural influences and their impact on sports and physical activity.</p>	<p>Culture and religion are the same.</p>	<p>Identifying the correct influencing factor and interpreting current data and trends.</p>	<p>To understand the socio-cultural influences and understand how they can be address to improve participation.</p>
Sports Psychology	<p>Sports psychology</p>	<p>A basic understanding of how psychology can influence our performances and help us improve.</p>	<p>Negative feedback is bad.</p>	<p>To be able to mentally prepare for competition and know how different types of guidance and types of feedback affect performers.</p>	<p>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.</p>

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 programme to support improvement.	To be able to acknowledge weakness and implement strategies to improve and apply this to other challenges.

**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.