

# Primary PE and Sport Premium Conference

30<sup>th</sup> March 2017

#BCPPSPConference17



# Understanding assessment challenges

- Is our assessment system 'fit for purpose'?
- Have we changed our planning or the way we teach in PE?
- How do we effectively use our summative assessment and is it aligned to NCPE 2013 standards?
- How does our formative assessment meet learners' needs?
- Do Commercial tracking systems drive our assessment approach?

## Implications for PE & Sport Premium - measuring impact

Schools use the Premium to upskill their workforce through professional learning eg. external coaches, dance artists and others supporting curriculum PE.

National and Local evidence rarely identify

**PUPIL PROGRESS**

# Task One

- Evidencing Impact on Professional Learning

## Implications for PE & Sport Premium - measuring impact

“The profession’s ability to become evidence-based is significantly limited by its knowledge and understanding of assessment – how can we effectively evaluate our own practice until we can securely assess pupil progress?”

Carter Review (2015)

Assessment and evidence-based practice p.56



# Why?

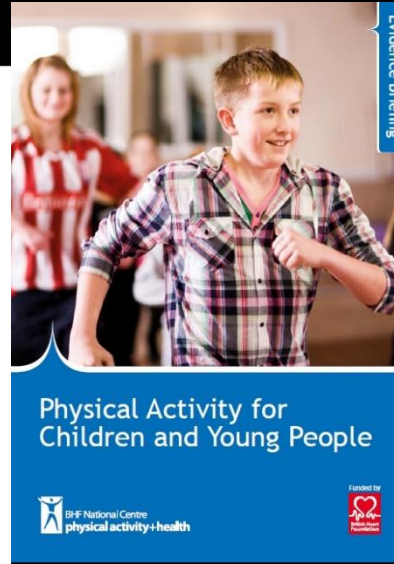
21% (14%) of 5-15 (13-15) year old boys

And

17% (8%) of 5-15 (13-15) year old girls

Met the recommended activity levels

Health survey for England (2012)



## Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.


Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- **are physically active for sustained periods of time**
- engage in competitive sports and activities
- **lead healthy, active lives**

## DanceDesk network 2011-2017 (30 primary Schools)

- Attended various assessment workshops
  - Shared school practice ideas
  - Developed a small assessment working party
  - Developed and trailed new systems eg.
  - Path2Progress, Skills 2 Achieve ,2 Build a Profile
- 



| KS1 Doing - <i>Hands</i>   | KS1 Thinking - <i>Head</i>   | KS1 Feeling - <i>Heart</i>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Develop fundamental movement skills<br/><i>(specifically master basic movements including running, jumping, throwing and catching)</i></li> <li>• Develop competence</li> <li>• Develop agility, balance and coordination</li> <li>• Perform dances using simple movement patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Apply skills</li> <li>• Develop simple tactics for attacking and defending</li> <li>• Develop competence</li> <li>• Develop confidence</li> </ul> | <ul style="list-style-type: none"> <li>• Work individually and with others</li> <li>• Develop competence</li> <li>• Develop confidence</li> </ul> |
| <p><b>Contexts:</b> Team games; dance; a range of physical activities (individual and cooperative); competitive situations (against self and others); possibly swimming; increasingly challenging</p>  |  |   |

| KS2 Doing - <i>Hands</i>  | KS2 Thinking- <i>Head</i>   | KS2 Feeling - <i>Heart</i>  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Develop a broader range of skills (<i>specifically running, jumping, throwing and catching in isolation and in combination</i>)</li> <li>• Perform dances using a range of movement patterns</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> | <ul style="list-style-type: none"> <li>• Apply a broader range of skills (<i>specifically running, jumping, throwing and catching in isolation and in combination</i>)</li> <li>• Link skills to make actions and sequences of movement</li> <li>• Learn how to evaluate and recognise their own success</li> <li>• Compare and improve performances with previous ones</li> <li>• Apply basic principles suitable for attacking and defending</li> </ul> | <ul style="list-style-type: none"> <li>• Enjoy communicating, collaborating and competing with each other</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> |

**Contexts:** Competitive games; dance; outdoor and adventurous activity challenges; different physical activities and sports; individual and team; swimming (if not scheduled in KS1).

## **Building Subject Knowledge**

### **A Journey over 4 years - Abbie Hinton**

- **Whole school CPD**
- **1:1 alongside staff**
- **“ Expert” in for support and check and challenge**
- **Subject Leader development**
- **Primary PE network (established 2011, meets half termly plus)**
- **Level 5/6 Subject Leadership course**

# Created an integrated Framework for Learning

- Curriculum Map
- Medium Term Plan (Head, Heart, Hands & A,B,C's)
- Lesson / Session Plan
- Using whole school assessment toolkit

## Assessment Recording Monitoring

### 2 Build a pupil profile (whole school assessment toolkit )

- Focus on 3 pupils: Emerging ,Expected , Exceeding
- Snap a photo
- Tag a pupil
- Add objectives from N/C and EDIT include N/C 2013
- Create own objectives ,depending on pupils needs.

## **Building Subject Knowledge A Journey over 4 years- Abbie Hinton**

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- **Level 5/6 Subject Leadership course**

09:21 100%

<https://www.2simple.com/2buildaprofile>

# 2Build a Profile

**2**simple

Observations

on the move

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## Classes & Learners

5S

Show all the experiences for 5S

Show all the experiences for a learner

5M

Show all the experiences for 5M

Show all the experiences for a learner

5H

Show all the experiences for 5H

Show all the experiences for a learner

4R

Show all the experiences for 4R

Show all the experiences for a learner

Refresh < Back



Notes Finished

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-Grip racket correctly  
recognise and describe a  
rally and different types of  
shot  
- Control racket face to

Next steps

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-Select and apply a choice  
of shots and compete in a  
rally

Observed by

---

AH

All frameworks

Abbey - Progression Skills  
Science, Physical Education, Music,  
MFL, Art and Design, Design and Te...

P Scales (QCA)  
P1 - P3, English, Mathematics, Science,  
Religious Education, PSHE, Phy...

Early Years  
Communication and language, Physical  
development, PSE development, Lit...

National Curriculum (2014)  
Design and Technology, History,  
Geography, Computing, PE, Music, Ar...

National Strategies  
Literacy Strategy, Numeracy Strategy

National Curriculum (2013)  
Science, PE, Music, ICT, History,  
Geography, English, Design an...

Recent Close



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**National Curriculum (2014)**

**PE**

**Key Stage 2**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently and

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**Abbey - Progression Skills**






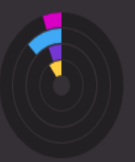






**Physical Education**

- Games**  
End of Year 2, End of Year 4, End of Year 6
- Dance**  
End of Year 2, End of Year 4, End of Year 6
- Gymnastics**  
End of Year 2, End of Year 4, End of Year 6
- Swimming**  
End of Year 2, End of Year 4, End of Year 6
- Athletics**  
End of Year 2, End of Year 4, End of Year 6
- Outdoor and adventurous activities**  
End of Year 2, End of Year 4, End of Year 6

<< Up    Recent    Close



## YOUR CLASSES

|   |   |   |
|---|---|---|
| <p>CLASS <b>CLASS 1</b> </p> <p>9 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>    | <p>CLASS <b>YEAR 7</b> </p> <p>9 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>     | <p>CLASS <b>CLASS 2</b> </p> <p>13 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>   |
| <p>CLASS <b>CLASS 4</b> </p> <p>11 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>  | <p>CLASS <b>CLASS 5</b> </p> <p>11 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>  | <p>CLASS <b>CLASS 6</b> </p> <p>11 MEMBERS<br/>NO TEACHERS UPDATE YEARS</p>  |



HELP



RESOURCES