

SUMMATIVE ASSESSMENT

Department: Physical Education

Purpose <ul style="list-style-type: none">• To provide information about student performance/progress at key points in the year or course.• To generate reliable data for tracking and reporting progress.	Subject-specific details <p>Within our department, this will look like:</p> <p>KS3</p> <ul style="list-style-type: none">• Two end point assessment tests, completed in silent assessment conditions.• Each practical sport will be assessed against practical criteria (using D/S/M grading) after a block of work.• These will be calendared by the school in the early spring and early summer.• Each will contain one written exam based on sports taught prior to the test and practical scores from sports completed.• They will be marked out of 50 using a common markscheme and students will find out their marks.• The practical and theory total will be reported home. <p>KS4</p> <ul style="list-style-type: none">• Formal mock examinations will take place in June of Y10, Nov/Dec of Y11 and Feb/Mar of Y11• Year 10 exam will comprise of full paper 1 and partial paper 2• Year 11 mock will comprise of Paper 1 and Paper 2 exams set using past papers from our exam boards.• These will be marked using exam board mark schemes and students will find out their marks/estimated grades. Progress will be reported home using GCSE grades.• Staff may provide individual feedback to students or more general feedback to their classes following these assessments.• Homework set should take 20-30 minutes to complete at KS4
Features <ul style="list-style-type: none">• These will be timetabled so they are spaced appropriately for students and teachers.• Tasks will be consistent across year groups/classes.• Tasks will be marked according to agreed criteria (e.g. mark scheme).	

FORMATIVE ASSESSMENT

Department: Physical Education

Purposeful feedback for learners, a manageable workload for teachers.

<p>Purpose</p> <ul style="list-style-type: none">• Provides students with advice about what they have done well, gaps in their learning and how to move forwards.• Enables teachers to judge how effective instruction has been by seeing what students understand and can do.• Informs future teaching.	<p>Subject-specific variation</p> <p>Within our department:</p> <p>KS3 Practical</p> <ul style="list-style-type: none">• Verbal in class feedback during activity - individual, small group and whole class.• End of unit assessments scores feedback individually when requested and at Parents evening.• Start of year overview across all activities. <p>KS4/GCSE</p> <ul style="list-style-type: none">• Extended dialogue marking feedback that moves students forward will be given twice every term/unit on a set tasks (exam questions)• Students are given the opportunity to respond and move work forward via Directed Improved Reflective Time.• Whole class feedback every lesson via exam question feedback to improve technique and understanding of exam questions - use of purple pen to show student self marking.• Verbal feedback and checking for understanding will happen in class, no recording of evidence of this.• Students can self mark/peer mark exam questions after whole class feedback - this will be indicated by use of purple pen• Students will be provided with detailed section by section feedback on project work via a feedback booklet.
<p>Features</p> <ul style="list-style-type: none">• Feedback can take a variety of forms (live, sampling, Whole Class, use of codes, verbal comments, written comments)• Effective feedback is specific and focused on learning intentions.• It has an emotional impact on students which should be carefully considered.• Students are its primary audience and it is designed to move them forwards. <p>Effective feedback is not</p> <ul style="list-style-type: none">• always written• generic comments about effort or work completion ("good work," "well done" or ticked pages)	

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