

2 Recording Student Attainment

The ultimate purpose of assessment is to improve a student's learning, not to take on excessive recording and collecting of evidence. You will therefore need to identify successful strategies that have been reviewed and developed over a period of time.

Recording should take place using an effective framework for recording judgements. For efficiency and effectiveness, it should relate to 'significant progress and attainment'. You will need to identify when and how often you will make judgements and record attainment. It is recommended that a colour-coded system of recording attainment using the recording sheets in this pack is employed (see **Forms 2 to 6**, pages 14 to 18). For example, students being assessed in Games may have their level of attainment recorded in blue ink, Gym in red, etc. Using **Form 2** (page 14), student attainment may be tracked across the department, irrespective of which member of staff is teaching the student. Record sheets may also be transferred from year group to year group to monitor progress across the key stage. A system of this nature would help to identify at a glance the areas of activity that have been addressed, and will enable the teacher to see clearly, through a visual indication, which students in the group are failing to achieve at an appropriate level. Once gaps in attainment have been identified, future planning may then be modified to ensure all students achieve their full potential.

Pupils with a specific educational need may have their attainment recorded on **Form 3** (page 15), where the higher and lower levels appear. Alternatively, **Forms 4 and 5** (pages 16 and 17) allow for specific evidence, strengths, weaknesses, progress and future targets to be identified and recorded. This will provide information appropriate to a pupil's individual education plan (IEP).

If your department works on the basis of a class register, **Form 6** (page 18) may be more appropriate for you to use, again using a colour-coded system to record student attainment.

The most effective method of recording judgements is to base them upon appropriate assessment criteria and on what you would expect to see or hear. Your assessment criteria will therefore link and direct your observations or questions in relation to your curriculum planning.

The frequency of your observations and judgements will relate to how many students you will be able to watch effectively during a single lesson and when during that lesson you will be able to watch them. As your observation skills and awareness of the assessment criteria develop, you are likely to be able to make judgements quite frequently, although a consideration here would be how you could effectively record your judgements. Would it be during the lesson or immediately after the lesson?

If you are to record student attainment, will it be in the form of a skills check/ticklist, or will it include an identification of students' knowledge and understanding of tactics, compositional ideas as well as an awareness of safe practice, health and fitness issues?

You are likely to gather evidence in relation to the assessment criteria and learning objectives through:

- observation
- questioning and discussion with individual students
- group discussion
- watching/listening to group interactions
- homework.

You are required to report students' progress to their parents, against the attainment target at the end of the key stage. Although it is recommended, to ensure progression, that judgements are made during each year of the key stage.

Which assessment techniques are the most effective and least time-consuming?

If we are to be effective in making judgements on a student's Physical Education achievement, it will be necessary to have a clear learning focus. Without a learning focus, the direction in which you should be going would be time-consuming and unreliable.

You will need to identify:

- what it is that you want to assess
- what evidence you wish to collect
- how this information will be communicated to parents.

Good planning assists effective learning. Best practice uses a process that identifies what a student should know, understand and be able to do in Physical Education. Judgements should be systematically recorded and used to support learning as part of an ongoing process across the key stage. Assessments should be made in relation to the overall grade of the student by relating their level of attainment at the end of the key stage to a level description that best fits their overall performance. Decisions should be made in comparison to other adjacent levels.

Good record-keeping will help you to evaluate the effectiveness of your curriculum programme and may influence both lesson preparation as well as longer-term curricular planning.

If your records are clear, manageable and useful, they will provide you with a valuable picture of student achievement within Physical Education and may be effectively used to assist continuity and progression in the teaching of PE throughout the department.

Summary

You may need to consider the following questions:

- What are you recording?
- Are you able to track students' progress satisfactorily?
- Are the records comprehensive and accurate?
- Are they used to support the planning of future learning?
- Do they lead to an improvement in standards?
- Do they meet legal requirements?
- Are they passed on?

KS3: Athletics

Theme: **Throwing** Focus: **Javelin (Overarm Throw)**

Programme of study	Knowledge, skills and understanding	Notes
<p><i>Athletic activities</i></p> <p>10 Pupils should be taught to:</p> <ul style="list-style-type: none"> a set and meet personal and group targets in a range of athletic events, challenges and competitions b use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina 	<p><i>Evaluating and improving performance</i></p> <p>3 Pupils should be taught to:</p> <ul style="list-style-type: none"> a be clear about what they want to achieve in their own work, and what they have actually achieved b take the initiative to analyse their own and others' work, using this information to improve its quality 	<p><i>ICT opportunity</i></p> <p><i>Links to other subjects</i></p> <p><i>Future developments/resources</i></p>

Prompts for context and activity content	Teaching styles	Learning objectives
<p>Context/previous performance Pupils have previously thrown cricket/rounders balls and are aware of the safety implications of throwing the javelin</p> <p>Explore</p> <ul style="list-style-type: none"> • throwing a variety of missiles overarm, ie missiles of different: <ul style="list-style-type: none"> – lengths – weight – shape, etc <p>Experience</p> <ul style="list-style-type: none"> • throwing down/stabbing the javelin into the ground • throwing a javelin for accuracy/distance • standing throws – throws from a firm base • a walking approach off six steps <p>Develop</p> <ul style="list-style-type: none"> • the throw by: <ul style="list-style-type: none"> – using the most appropriate grip, palm up – using the cross-over step during the approach run – leading with the elbow – releasing high over the head – a fast throwing arm – bringing the hip through ahead of the throwing arm <p>Consider</p> <ul style="list-style-type: none"> • the follow through • the position of the non-throwing arm • the safety rules for the collection, carriage and throwing of the javelins • the most appropriate angle of release 	<p>Guided discovery (F)</p> <p>Inclusion (E)</p> <p>Command (A)</p> <p>Reciprocal (C)</p> <p>Self-check (D) Command (A)</p> <p>Practice (B)</p>	<p>Know how to carry the javelin safely</p> <p>Can do obey the safety rules and throw under control for distance</p> <p>Understand the safety implications for throwing the javelin</p> <p>Health flexibility – that flexibility (range of motion) about a joint will improve with repetitive and sustained stretching</p>
		Level descriptions
		<p><i>Evaluating</i></p> <p>Level 3 Pupils identify similarities and differences between their own and others' work</p> <p>Level 4 They compare and comment on skills, techniques and ideas used in their own and others' work</p> <p>Level 5 Pupils analyse the skills and techniques in their own and others' work</p> <p>Level 6 Pupils comment on compositional and other aspects of performance and how skills, techniques and ideas have been used in their own and others' work</p> <p>Level 7 Pupils analyse and comment on their own and others' work as individuals and team members, showing understanding of the relationship between skills, tactics, or composition, fitness and quality of the performance</p> <p><i>They are able to comment upon the throwing technique of both themselves and others</i></p>

Long-term planning: Outdoor

Programme of study	Attainment target
<p>Outdoor and adventurous activities</p> <p>11 Pupils should be taught to:</p> <ol style="list-style-type: none"> meet challenges in outdoor activities and journeys use a range of orienteering and problem-solving skills and techniques in these challenges identify the roles and responsibilities of individuals within a group when planning strategies respond to changing conditions and situations <p>ICT opportunities:</p> <p>Knowledge and understanding of fitness and health – Pupils could use heart rate and pulse monitors and a variety of other measuring and recording devices to collect, analyse and interpret data</p> <p>Outdoor and adventurous activities – Pupils could use stopwatches with lap recorders linked to data collection devices to analyse and evaluate performance</p> <p>Links to other subjects:</p> <p>Geography – 2c</p>	<p>Level 6</p> <p>Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise</p>
Curriculum aims and learning objectives	Focus for progression
<p>Aims:</p> <ul style="list-style-type: none"> to give each pupil the opportunity to experience and enjoy an outdoor and adventurous activities programme that will promote the development of a wide variety of skills to develop knowledge and understanding of the elements involved in an outdoor and adventurous activities programme to encourage body awareness, control, and coordination whilst responding to a given task to develop social skills and observe and appreciate the work of others to develop cooperative, team and leadership skills to encourage safe practice when working with others and the correct and safe handling of equipment experience a varied outdoor and adventurous activities programme that addresses the statutory requirements of the National Curriculum <p>Objectives:</p> <ul style="list-style-type: none"> acquire problem-solving skills and increased independence through a variety of teaching and learning strategies develop their cooperation, leadership and social skills being able to work as a member of a group according to their own limitations review the actions of themselves and others in terms of safety 	<p>Orienteering:</p> <ul style="list-style-type: none"> Finding Markers Continuous Orienteering Compass Work <ul style="list-style-type: none"> Maps/Symbols Scales Features <p>Problem Solving:</p> <ul style="list-style-type: none"> Trust Games Communication Tasks Blindfold Tasks <ul style="list-style-type: none"> Cooperation Group/Leadership Skills Independence <p><i>Locations: School site, local park, day centre, adventure centre</i></p>