

## Assessment Guidance

We hope this guidance will assist with supporting teaching and learning by aligning your curriculum and assessment.

### Principles of The PE Passport

1. We recommend a combination of **formative** and **summative** assessment.
2. Our assessment outcomes focus on the child's **holistic** development in PE and not merely on performance.
3. Where children are not able to access the teaching material in a year group e.g., Yr. 5 Pop Lacrosse the staff member should teach selected content from a previous year group whilst still assessing against the outcomes in the Y5 planning.

### Organisation

1. There are 18 objectives in KS1 with a different 18 objectives in LKS2 and 18 in UKS2. In EYFS there are 37 objectives which are related to PE. The assessment **outcomes are NOT incremental** and are all equally weighted.
2. For each unit of work, we have recommended one assessment focus from each of the Performing, PHSE and Competition categories. Schools can therefore focus in on particular outcomes and carry out the process thoroughly. NB. Schools not wanting to use the recommended assessment foci can change them to make them bespoke.
3. It is for schools to determine how many units school will assess summatively across but what is crucial is that there is breadth in assessing across the different strands of PE e.g., dance, gymnastics, OAA etc.

### Assessment Process

1. The first stage of the process is to map out a long-term curriculum plan on The Passport ensuring coverage of: OAA, Swimming, Dance, Gymnastics, Games and Athletics in KS2 and selecting a broad and balanced curriculum in EYFS and KS1.
2. Each unit has the assessment foci already identified in the Teacher tab at the top of each lesson. Our recommended assessment is set up so that each assessment outcome is a focus across 3 different units. This should help to ensure that assessments are **valid** and **up to date**

3. We recommend that teachers focus on that one outcome only and at the end of the session they record their judgement on each child's ability against that outcome through the outcomes tab.
4. Judgements can be supported with **video evidence**, which as well as supporting **teacher judgements** can be used to get children analysing and evaluating their work.
5. Staff should use their **observational skills** to continuously ensure that the teaching is meeting the needs of the learners. The notes tab at the top of each lesson plan can be used to record next steps in both teaching and learning.
6. At the end of each unit (through the Assessment tab at the bottom of the page) staff can use their formative observations to come to a **summative judgement** Gold, Silver or Bronze for each of the three headings for each child or 'Greater Depth' (if the child is working beyond in any area) at the end of a unit
7. Each of these standards links to a points allocation- Greater depth 4, Gold 3, Silver 2 and Bronze 1.
8. The summative assessment results for each child can be looked at in depth through the Reporting and Analysis section where leaders can drill down and manipulate the data for whole classes to evaluate strengths and weaknesses in individuals, groups, classes and across key stages.

<b>KS1 Performance Outcomes</b>	<b>Gym / Dance examples</b>	<b>FMS, Athletics etc examples</b>	<b>Multi Skills examples</b>
<b><i>Can warm up safely prior to exercise and can sustain performance over periods of time</i></b>	Gym - Are they focused throughout the warmup, and can they maintain quality of their work?	Athletics - Do they understand why they warm up and can they maintain performance during a warmup?	Multi skills - Can they suggest areas of the body they should target depending upon the activity they are doing?
<b><i>Able to work safely within a defined space.</i></b>	Dance – Can they work safely with an awareness of space and others?	FMS Locomotion - Do they have a regard for other children and the space when playing running games?	Unihoc - Are they able to show control and dribble the ball within the area designated?
<b><i>Demonstrates agility, balance and coordination.</i></b>	Gym - Do they move with tension and show interesting starting positions?	FMS Locomotion - Can they travel in a variety of directions and stop efficiently when instructed?	Multi skills - Catching - Do they demonstrate an ability to track a ball, move appropriately and catch consistently?
<b><i>Can follow simple movement patterns at different levels, speeds and through a variety of pathways</i></b>	Dance - Can they copy a motif and adapt elements of it?	FMS Locomotion - Can they run at a variety of speeds and through different movement pathways?	Basketball - Can they dribble a ball in different directions responding to teacher's instructions?
<b><i>Understands some principles of attacking and defending</i></b>	Dance - Can they work in a group to dance with different relationships and dynamics?	FMS Object Control - Do they time it well when trying to get somebody else's ball when playing King of the Court?	Short Tennis - Do they know when to move to the ball and when to move back to allow the ball to bounce?
<b><i>Has started to link skills to perform actions and sequences of movement</i></b>	Gym - Can they move from one move to another in appropriate ways?	FMS Object Control - Can they run up and strike a stationary ball and then move to the end of a line?	Multi Skills - Can they stop a ball rolled to them and throw it back?

<b>KS1 Personal and Social Development Outcomes</b>	<b>Gym / Dance examples</b>	<b>FMS, Athletics, etc examples</b>	<b>Multi Skills examples</b>
<b><i>Communicates effectively and works well with others</i></b>	Dance – Can they share and listen to ideas before creating motifs (movement phrases)?	FMS - In relay games do they anticipate when it's their turn and are well prepared?	Football - Can they move around a group choosing when to pass to a friend?
<b><i>Manages feelings and behaviour well</i></b>	Gym - Can they work quietly and wait if a queue has formed?	FMS Locomotion - Do they accept when they have been caught out in a catching game?	Kwik Cricket - Do they maintain concentration and persevere if struggling to hit a ball?
<b><i>Self-motivated and displays self – confidence</i></b>	Gym - Are they happy to attempt to take weight on hands and to perform in front of others?	FMS Locomotion - Do they move around with control with their head up and an awareness of others?	Football - Do they approach a free kick /penalty with purpose and intent?
<b><i>Knows what success looks like - self and others</i></b>	Gym - Can they distinguish between work of a good standard and that of a lesser standard?	FMS Object Control - Throwing - Can they tell you what good position and technique is in throwing?	Unihoc - Do they know how to shield a ball from others?
<b><i>Can comment on the work of others using some technical language</i></b>	Dance - Do they understand phrases like Posture, turns leaps, jumps, pathways and in their feedback.	Athletics - Do they know and understand the language associated with throwing- grip, run up, drawback, follow through.	Basketball – Do they know what dribble, double dribble and what chest passes look like?
<b><i>Demonstrates leadership skills</i></b>	Dance - Are they assertive enough to suggest ideas when working with a partner or in a group?	FMS Object Control - Do they show a sense of purpose and get activities started quickly organising others and the resources available?	Kwik Cricket - Do they encourage teammates to do well through appropriate advice?

<b>KS1 Competing outcomes</b>	<b>Gym / Dance examples</b>	<b>FMS, Athletics examples</b>	<b>Multi Skills examples</b>
<b><i>Applies basic skills competently in a range of physical activities</i></b>	Dance - Can they move appropriately in response to stimuli?	FMS stability - Can they dodge to evade others?	Multi Skills - Do they catch a range of larger soft balls with some consistency?
<b><i>Applies attacking and defending skills within activities which require them</i></b>	Gym - Can they sustain a variety of moves within their gymnastic group not delaying others nor pushing in?	FMS - Can they apply attacking and defensive strategies in 'Defend your Friend?'	Unihoc - Do they work hard to win the ball back from the opposition as well as being keen to play offensively?
<b><i>Is physically confident and makes a purposeful contribution</i></b>	Dance - Do they take an interest in the composing as well as the performing of the dance?	Athletics - Do they tackle low hurdles with confidence?	Throwing - Do they throw with power and accuracy at targets?
<b><i>Shows awareness of boundaries and rules</i></b>	Gym – Do they start routines with good posture and include the elements asked for by staff?	FMS - Locomotion - Rob the Pirate's treasure. Do they play within the rules taking only one piece of treasure each time	Unihoc - Can they play carefully without raising the stick with large back lift when striking?
<b><i>Demonstrates understanding and interpretation of rules and accepts decisions given</i></b>	Gym - Do they accept feedback on where their work can be improved?	Dodgeball - Do they accept that they are out when playing games?	Football - Do they accept when the ball is judged out of play or when there has been a foul?
<b><i>Demonstrates sporting values</i></b>	Gym – Do they comment positively on the work of others?	Athletics - Are they pleased for others when they do well in races?	Multi Skills - Do they congratulate others on good throws at targets?

<b>LKS2 Performance Outcomes</b>	<b>Gym / Dance examples</b>	<b>Athletics, Swimming, OAA examples</b>	<b>Games examples</b>
<b><i>Warms up prior to exercise and is able to sustain performance over periods of time</i></b>	Gym - Are they focused throughout the warmup and able to target specific body areas which might bear more weight?	Athletics - Knows some suitable warmups to raise the pulse and to prevent injury if taking part in for example hurdling	Basketball - Can suggest some activities that prepare the body for the game and can sustain performance fitness wise during the lesson.
<b><i>Demonstrates agility, balance, coordination and precision</i></b>	Dance - Do they move fluently and gracefully showing a sense of rhythm?	Athletics - can approach hurdles confidently and lead with the same leg each time whilst sprinting between hurdles.	Football - Do they pass and dribble with accuracy and move into space to receive the next pass?
<b><i>Has a sense of anticipation; can find space and is aware of others</i></b>	Gym - Do they find space and show interesting starting positions with poise and tension?	Athletics - Do they take up a good starting position for running a leg in relay considering their teammates positions.	Netball - Can they find good spaces which help their teammates and make it hard for their opponents?
<b><i>Performs with control and poise</i></b>	Gym - Do they travel with appropriate speed and poise particularly when rolling and in flight?	Swimming - Do they swim fluently managing to breathe appropriately and sustain technique?	Basketball - Can they transfer weight quickly and retain some composure when in possession in basketball?
<b><i>Understands how to work alongside and against others when attacking and defending</i></b>	Dance - Can they work in a group to dance with different relationships and dynamics?	Athletics - Do they work as part of a team to transfer a relay baton as efficiently as possible?	Kwik Cricket - Do they communicate with other batsmen to maximise the number of runs from the strike taking into account the ability of the fielders?
<b><i>Links skills to perform actions and sequences of movement</i></b>	Dance - Do they understand the different elements of dance and use them in their dances e.g., flight, stillness, turn, travel and balance?	OAA - Can they manage a map, teammates and the terrain to find clues?	Basketball - Can they lay a ball up? Can they dribble, take off from one foot and rebound the ball off the backboard into the net?

LKS2 Personal and Social Development outcomes	Gym / Dance examples	OAA, Athletics, Swimming examples	Games examples
<b><i>Communicates effectively and listens to others</i></b>	Dance – Can they share and listen to ideas before creating motifs (movement phrases).	Athletics - Can they work as part of a relay team to bring about a good performance e.g., reminding colleague to move off and shouting, 'Take' when transferring baton.	Football – Do they respond to another player's advice? e.g. Go and find space out wide from set pieces as instructed by teammates.
<b><i>Thinks creatively to find solutions to challenges</i></b>	Gym - Can they demonstrate work within same routine in both asymmetric and symmetric form?	OAA - Can they solve problems? E.g., how to get people across a swamp safely.	Kwik Cricket - Can they think of best place to put fielders against particular batsmen?
<b><i>Works well with others in a range of contexts</i></b>	Gym - Are they happy to lead and be led by others at times in partner and group work?	OAA - Do they listen to others and contribute themselves, including providing encouragement, prior to and during activities?	Football – Do they accept responsibility as a member of the team when things are not going to plan and also when winning.
<b><i>Reflective and able to recognise success in self and others</i></b>	Gym - Are they aware of what good technique looks like and can they support others within the group to maximise performance as a whole?	OAA - Can they step back from a problem in OAA and consider alternatives when things are not going to plan?	Tag Rugby – Are they aware that all players in the team must support attacking and defending as a whole to maximise side's potential?
<b><i>Evaluates the work of others using correct technical language</i></b>	Gym - Know what a tuck, straddle pike, dish and arch are.	Athletics - Do they know and understand the language of athletics, skip, jump, elevation, landing,	Hockey - Do they understand what we mean by the terms: Flat side, Push pass, Indian dribble, jab tackle.
<b><i>Demonstrates leadership skills</i></b>	Dance - when working with others do, they cajole the others into making decisions and start the group moving?	OAA - Do they listen to others and let others have an input and then show decisiveness and get the group moving?	Invasion Games - Does the leader react positively to conceding and get the ball back into play quickly at set plays.

<b>LKS2 Competition Outcomes</b>	<b>Gym / Dance examples</b>	<b>OAA, Swimming, Athletics examples</b>	<b>Games examples</b>
<b><i>Enjoys competing and challenging him /herself to improve</i></b>	Dance - Do they have a positive attitude and work confidently, enjoying performing?	Swimming - Are they determined to achieve and better previous outcomes?	Basketball - Do they enjoy individual challenges e.g., dribbling unopposed as well as applying dribbling skills within games?
<b><i>Applies skills effectively in different situations and within a range of physical activities</i></b>	Dance - Can they perform well across a range of genre as a solo; in duets and within a group?	Athletics - Can they use different techniques to jump well in a variety of jumping events e.g., Hurdling, High Jump, Long Jump	Netball - Do they apply skills well in different both defensive and attacking positions and situations?
<b><i>Is self-motivated and physically confident and actively engages in competitive situations</i></b>	Dance - Do they take an interest in the composing, the shaping, the performing and refining of the dance?	Athletics – Do they show a willingness to do very best in throwing events by applying techniques, delivery and follow through?	Hockey - Do they show a sense of purpose- calling for the ball and having composure and self-belief?
<b><i>Demonstrates specific tactical / performance awareness</i></b>	Gym – Do they start routines with good posture and move with poise through transitions?	Athletics - Can start a race looking ahead and not at the starter and will dip just before the finishing line	Dodgeball - Will use ball to block incoming fire and throw when close to the net.
<b><i>Demonstrates understanding and interpretation of rules and accepts decisions given</i></b>	Dance - Do they accept feedback on where their work can be improved?	Athletics - Do they know that a throw is measured from where the ball lands and not where it ends up?	Kwik Cricket - Do they know what a wide and no ball are and accept when those decisions are given against them?
<b><i>Demonstrates sporting values</i></b>	Gym – Do they encourage their peers to be the best they can, giving positive feedback and appreciating their efforts and ability?	OAA - Do they offer encouragement to peers who are clearly anxious about undertaking an activity?	Pop Lacrosse – Do they Include all peers in games, ensuring that they pass when their peers are in better positions to score?



<b>UKS2 Performing outcomes</b>	<b>Gym / Dance examples</b>	<b>Athletics, OAA, Swimming examples</b>	<b>Games examples</b>
<b><i>Can lead others in warming up, knows why it is important and can work actively across whole sessions</i></b>	Knows which body parts to target when warming up for dance and gym and can lead a partner or small group. Has good stamina and can sustain a performance.	Athletics - Do they understand warmups should target specific muscle groups/ joints e.g., hamstrings, ankles, groin when sprinting	Tag Rugby - Can they warm up self and group using dynamic and static moves?
<b><i>Reads the play; and shows tactical awareness when performing across the curriculum</i></b>	Gym - Works seamlessly linking skills and meeting the success criteria fluently	Athletics - When sprinting knows to stay low in initial stages, to focus on own form during the race and dip at the finish	Netball - Knows where space is on court / the pitch and moves into space subtly without shouting for the ball.
<b><i>Moves fluently and can perform a wide range of skills confidently and competently</i></b>	Gym - Performs a range of dynamics with good shape and body tension	Athletics - Can perform different types of jumps e.g., hurdling, high jump (scissor kick) and triple jump efficiently and confidently	Striking and Fielding - Can hit the ball consistently for runs and needs no reminders to communicate with fellow batters.
<b><i>Works with control and composure when under pressure</i></b>	Dance - Work with partner or group to perform in time with the music without rushing	OAA - Teamwork challenges can adopt the correct technique and ensure they are performing with control e.g., gutter ball	Invasion Games - Can use their body to protect the ball whilst picking the best available option to send the ball to.
<b><i>Knows when to attack and when to defend and puts the needs of the team first</i></b>	Dance - Understands different formations when dancing and what might work most effectively at any given time	Athletics - Knows when to lead from the front in middle distance and knows when to sit back and strike from behind.	Invasion Games - Knows what zonal and man to man marking are and what overlaps and underlaps are. Prepared to play in any position for good of the team.
<b><i>Able to perform routines and a range of skills seamlessly</i></b>	Gym - Do movements flow seamlessly and include different dynamics (levels, speed, and pathways)?	Triple Jump - Can they combine the elements of hop, skip and jump with a dynamic run up and safe efficient landing?	Football - Can they receive a ball knowing already what they intend to do with it and then make the right decision in terms of shielding, passing or dribbling

<b>UKS2 Personal and Social outcomes</b>	<b>Gym / Dance examples</b>	<b>Athletics, OAA, Swimming examples</b>	<b>Games examples</b>
<b><i>Listens actively, respects the opinion of others and contributes ideas</i></b>	Dance - When composing phrases do they have an input and listen to other intently and respectfully.	OAA - When planning how to solve a problem as a team e.g., Cross the Swamp do they show interest, respect others' opinion	Flag Football - Do they contribute to their team's playbook and do they show enthusiasm when acting out others' plays.
<b><i>Thinks creatively to find solutions to challenges across different areas of the curriculum</i></b>	Gym - Can they use the climbing frame and floor around it as creatively as they use nests and forms?	OAA - When solving divergent tasks can they come up with more than one way of solving the problem?	Invasion Games - Can they suggest different ways they can counter the effect of having fewer players than their opponents?
<b><i>Able to work constructively, irrespective of who they are working with or the area of PE</i></b>	Do they always show a positive attitude and avoid gender stereotyping?	Athletics - Do they run relays positively even if up against faster opponents and even if not with their preferred group of friends ?	Net / Wall Games - Do they show a positive attitude no matter who they are selected to play with and against and do they try and support their peers?
<b><i>Knows what they need to do to improve and what others need to do to improve their performance</i></b>	From a video can pick out good features of a dance and areas for development.	Athletics - Can analyse a throw for distance from a run up and suggest how a peer can improve their technique	Striking & Fielding - Can analyse a bowler's run up and action and comment on what they are doing well and how they can develop it further.
<b><i>Evaluates the work of others using technical language including setting targets for improvement</i></b>	Dance - Do they understands phrases like tension, leaps, sharp, canon, symmetry, mirroring and uses them in their feedback.	Athletics- Do they know and understand the language associated with sports E.g., athletics and jumping	Hockey - Do they understand and use language to help team mates E.g. 'Man On', 'Switch Play', 'One-Two'?
<b><i>Demonstrates a range of leadership skills and is happy to take the initiative</i></b>	Dance - Can they suggest ways movement phrases can be linked?	OAA Problem Solving - Do they show initiative when a solution needs to be found e.g., Tangle or Cross the Swamp	Rounders - Do they help teammates by shouting their name when it might be appropriate for them to attempt a catch?

<b>UKS2 Competing outcomes</b>	<b>Gym / Dance examples</b>	<b>Athletics, OAA, Swimming examples</b>	<b>Games examples</b>
<b><i>Enjoys competing and challenging him / herself to improve across all areas.</i></b>	Dance / Gym - Prepared to act on peer and teacher feedback and adapt phrases and sequences	Runs to best of ability and pushes self to the limit in all events in athletics lessons	Games - Work hard to master skills applying themselves conscientiously to practices.
<b><i>Has a range of physical, social and cognitive skills which they utilise across the curriculum</i></b>	Gym - Can create and perform interesting routines with a variety of movements and shapes.	OAA - Can motivate their group to solve challenges quickly e.g., netball numbers and use their cognitive skills to work out answers	Danish Longball - Can make good decisions about when to run and when to not. As a fielder can move to support the player with the ball.
<b><i>Is self-motivated and physically confident and actively engages in competitive situations</i></b>	Gym - Enjoys performing in front of others and demonstrating their work	Athletics - Thrives on jumping challenges and trying to push ability to the limit	Dodgeball - Makes for the line and backs them-self to get opponents out whilst avoiding incoming fire
<b><i>Demonstrates specific tactical / performance awareness as an individual and team member</i></b>	Dance - Knows where the audience is at all times and maintains eye contact with other dancers in the group/audience when appropriate	Athletics - Do they apply skills in transferring a relay baton adeptly?	Netball - Can they play within rules and specified zones e.g., netball?
<b><i>Able to play within rules and to resolve any disputes appropriately without adult intervention</i></b>	Gym - Do they accept feedback on where their work can be improved?	Athletics - Do they show an understanding of a no jump in long jump and where their jump will be measured from and to?	Basketball - Do they accept when decisions are given against them, and why, for contact or travelling?
<b><i>Understands the sporting values and sporting etiquettes</i></b>	Do they understand that gym and dance are art forms and that audiences should respect the performers at all times?	OAA – Do they encourage all members of the group understanding that some may find communication more difficult than others and others may be anxious?	Do they understand that it is good etiquette to stand silently when someone is taking a penalty in football or a shot in golf?