



## Foreword and Acknowledgements

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### Assessing to Learn - Learning to Assess

Removing the barriers to achievement in Physical Education

The framework for assessment within this resource has been developed over a period of nearly three years. When we started this project there was national recognition of the challenges that face us in PE with regard to ensuring that assessment supports the progression of learning. We needed to make sure that our judgements about learning were not based solely on performance and the development of limited skills, but acknowledged the wider contribution of PE and school sport to the learning and development of children and young people.



The **Assessing to Learn - Learning to Assess** resource pack contains two sets of waterproof question cards for teachers to use when working with children. In addition, there is a photocopiable set included in this Teachers' Resource booklet.

When using the question cards with pupils, it is important to remember the following points:

- The cards have been written for teachers and there may be a need to simplify language where teachers wish to use these with pupils.
- Careful reading of the questions will highlight that many of them involve multiple concepts and so the teacher may want to break down these questions in order to ensure comprehensive understanding from their pupils.
- Pupils should be able to show an understanding of the concepts involved in any one question across most or all of the activity areas in order to be said to have achieved that success criterion.
- To make an accurate assessment of pupil understanding, each question should be used in a variety of contexts and asked in a variety of different ways.
- Questions are most effective in PE lessons when pupils are encouraged to show the answers or use the question to stimulate paired discussion. This allows the teacher the opportunity to assess far more pupils at one time than the 'hands-up' approach. Also, paired discussion reveals what pupils understand about an activity/task, not just what they can do.

For further information on the use of questioning as a tool for assessment, please refer to page 17 of the Learning to Assess; Assessing to Learn resource.