

A- Activity Range

The requirement for a broad and balanced curriculum is not only the right step towards providing a holistic education, but is also vital to help teachers take into account ‘the whole picture’ on an assessment of learning basis. You would never assess how well a fish could climb a tree, so why limit the activities on offer to learners?

B- ‘Back to the board’

There is no rule that states a whiteboard must be used in lessons. But as such a simple tool to clearly assess progress, it seems silly to ignore. It only takes two clear questions to assess learning. Firstly, ‘*What do we already know?*’. This is addressed at the beginning of the lesson, whereby pupils are to list as many points as they can about the learning focus. The second question can be visited throughout the lesson or at the end; ‘*What do we know now?*’. By pupils showing their ability to add to their original list of information, it enables teachers to not only monitor progress but to track understanding of individual pupils and inform future planning.

C- Curriculum Model Specific

As curriculum models are designed in line with a particular topic or style of teaching, it is extremely beneficial to run our types of assessment in line with these. Ideas that could be used are topic specific resource cards with a red, amber, green ratings displayed for each level within that curriculum focus. Alternatively, posters are videos can be used in a similar way- as long as the assessment steps outlined are curriculum specific to the lesson or unit focus.

D- Discussion

Discussion enables us to delve into the minds of our learners. Allowing pupils to step back and monitor their lesson success aids a deeper understanding of the sports that we teach. Pupils can be split into assessment groups of 2-4 people. Each group is given a focus to discuss and evaluate, specifically differentiated for the group ability. This could range from ‘how effective were the tactics that we applied to the game’ to simply ‘what technique have we learnt today and why is it beneficial?’. Each group would have an allocated spokesperson to share the group thoughts with the class. Ultimately, this allows us to assess progress, check understanding and dig deeper with the use of *questioning (see Q)*.

E- Entry and exit tickets

Entry and exit tickets are a fantastic way to track progress and assess what has been learnt and understood within a lesson. These types of resources resemble very effective and engaging starters and plenaries. It is important to recognise that such resources should be created with an enjoyable theme to gage and retain student attention. (*CAN PROVIDE EXAMPLE IF NEEDED*)

F- Fun feedback

To ensure assessment is a positive and engaging process, student interests should be listened to so that feedback can be given in a way that is current and meaningful. Paying attention to popular trends is the key to this feedback strategy. With the use of ‘emojis’ to reflect student moods about a topic or simply asking students to give their feedback in 140 characters ‘twitter style’, interest is gaged immediately and feedback is given with a valuable purpose. (*CAN PROVIDE EXAMPLE IF NEEDED*)

G- Games based tasks

Originally reading this heading most people would apply this in a practical sense for physical education. However, games can be used in a theory based environment too. Relating assessment to games such as snakes and ladders, scrabble or connect four are a great way to monitor ability levels and understanding of a topic. (*CAN PROVIDE EXAMPLE IF NEEDED*)

H- Highlighting

A simple use of a highlighter can be so useful for assessment! When using a criteria, if students can highlight in one colour what they can already do or understand, it is then clear to see where the gaps are. At a later stage, whether this is at the end of a lesson or the unit, students should then use a different colour highlighter to outline what they can now do or understand; clearly showing progress made.

I- Individual whiteboards

Whether a lesson is practical or theory based in PE, using individual mini whiteboards is an outstanding method to quickly assess knowledge during or at the end of a lesson. If a set of questions are fired at the class, this quick and time saving technique allows students to all hold up their answers and for the teacher to grasp the whole class understanding from what is written on the whiteboards. Assessment can be extended here by probing further in discussion about what has been held up.

J- Jigsaw learning

Jigsaw learning is a straight forward and valuable strategy where students are given a meaningful purpose in lessons. The idea is for every student to take on a responsibility for delivering a piece of content to the rest of their group. Each student then becomes an ‘expert’ in their area. Assessment is tied in here through the means of differentiation and also being able to evaluate the value of what students have created and delivered in the role of the ‘expert’. *Please see link for more in detail description of Jigsaw Learning;* <https://www.jigsaw.org/>

K- Key words

Having a bank of key words for students to reflect upon is a great way to help students during questioning episodes of the lesson. It positively ensures student conversations are tailored around the lesson content. In addition, the more key words are being used, the more they are embedded in the long term memory and students start to use them without realising. Ideas to display key words are on the board, around the learning area or even as a bookmark that students can use daily.

L- Levels on display

Simplistic resources displaying a maximum of three bullet points for each level are ideal to further understanding about assessment. If descriptors are displayed, students can then familiarise themselves with criteria and self-assess on a regular basis. Each level can be generic or topic specific. For physical education specifically, it works particularly well if each level is defined with a theoretical and practical explanation. **(CAN PROVIDE EXAMPLE IF NEEDED- ASSESSMENT LADDERS!)**

M- Mini-plenaries

Mini-plenaries are the ideal tool to assess learning consistently and constantly throughout a lesson. This is a set of quick fire questions with the whole class, personalised one to one reflection on levels or even a mini whiteboard Q&A task. To challenge learners, give the responsibility to higher ability students to lead the mini plenary sessions- this is an ideal technique to help assess their understanding as well as their peers they are questioning.

N- Name cards

Using name cards is an inventive way of getting students to set their own personalised goals and targets in a lesson. The idea of this technique is to write out a topic specific goal to achieve within the lesson and place it on your desk. Throughout the lesson, progress towards achieving this can be assessed and it enables students to identify and constantly re-evaluate the steps they need to take to achieve their desired goal. **(CAN PROVIDE EXAMPLE IF NEEDED)**

O- Objectives

There are so many different ways we can display our objectives. Keeping it straight forward and simple with either two or three '*know, understand and be able to's*' ideally enables students to clearly see what goal they are aiming towards and measure their pathway of success throughout the lesson.

P- Peer and self-assessment

These strategies should be consistently used throughout lessons. Whether this is through conversation or through a structured lesson episode dedicated to peer or self-assessment. Providing students with a criteria to assess against is essential for a peer or self-assessment specific task. This will allow them to clearly identify strengths and weaknesses and

determine the clear differences between each level. Ultimately, students can then apply this knowledge, learn from others' mistakes and develop their own performances further.

Q- Questioning

Questioning effectively creates a domino effect whereby assessment can take place. Whether this is used in an individual or group situation, questioning should be scaffolded to evolve a conversation. As a continuous process, this strategy is differentiated in the way we ask our questions. For this to be successful, it is vital for us to know our learners so we can direct our questions to the right students. For example, asking a lower ability student; 'can you *state* one type of dodge?', then building upon this for higher ability students with questions such as; 'can you describe the teaching points of this dodge?' and 'can you now *analyse* how this type of dodge could be used tactically in a game?'. Within one conversation, you have built upon the simplistic question that was originally asked to your lower ability student and have assessed how much knowledge each learner has regarding the topic you are teaching. On the other hand, with individual questioning, this should be done throughout the entire lesson, constantly assessing the rate of learning and if the tasks are appropriate for individual learners.

R- Rubrics

Assessment rubrics are so useful to help understanding. Ideally, rubrics should be split into grids. This will allow a sport or topic to be picked apart into many sections for assessment purposes. For example, if an assessment is being carried out in Dance, the rubric may be split up into the following sections; creativity, movement patterns, space, technicality and expression. With the use of rubrics, both students and teachers can gain a thorough and holistic understanding of current learning levels. **(CAN PROVIDE EXAMPLE IF NEEDED)**

S- Social Media

What better way to retain engagement from students? This works for both practical and theoretical lessons. Providing students with a social media focus is a fantastic attention grabber! This can be done through using Instagram, Twitter or Facebook style tasks or resources. Even giving students scenarios/tasks/ fitness plans that are based on high profile media stars. **(CAN PROVIDE EXAMPLE IF NEEDED)** Alternatively, if a sport education approach is being applied to the lesson, then a 'media manager' is a great way to encourage the use of social media to promote team cohesion- for example students can create their own twitter page for teams. Ultimately teachers can even use non-participants to act as journalists or news pundits during lessons. Assessments and evaluations can be drawn upon at the end of the lesson based on the specific tasks carried out.

T- Technology

We live in a world where children, teenagers and adults are obsessed with technology. As such a prominent part of our day to day lives, it is crucial that we include technology within

our assessment strategies. The use of QR codes and video analysis are ideal for getting students to engage with peer or self-assessment against a set criteria. By using video, students can not only benefit from analysing performance against a perfect example, but can also understand why they have achieved a certain level and what they should alter to progress from this.

U- Understanding criteria

Ideally one to one conversations are best to check this. If students are learning through a strategy such as TGFU, this can enable the teacher to pull students out of the games one by one to challenge their knowledge. From doing this type of peer assessment through observation of others, teachers can grasp the level of understanding in line with the criteria being used. Any gaps in knowledge can then be bridged. It is important to remember, even if students haven't reached a certain level yet, they should still know what it is and how to get there.

V- Valuable Visuals

It is vital for us to give visual guidance in physical education. By giving students photo cards of skills they are learning, this can help to achieve a more accurate representation of what they are working towards. Whether this is a shot in basketball or a balance in gymnastics. Next to the photo, on the resource, should be a checklist of points to rehearse (as displayed in the picture). As a result this will enable students to assess how many of the key points they are meeting and what parts of the skill they need to rehearse. Ideally with the use of technology in lessons, peers will then take photos of their partner's skill to compare their demonstration with the perfect model shown on the photo card. **(CAN PROVIDE EXAMPLE IF NEEDED)**

W- Wall of progress

Fancy being creative? Having a timeline of levels spread across the classroom or sports hall is a great way of tracking progress. With the use of student photos, learners can place themselves along the timeline as part of a self-assessment for topics that are covered. As and when they move along the timeline, so should their photo. Students should justify to class members what the evidence is for their progression along the timeline- and be proud of this! This is a motivating and engaging strategy to enhance knowledge of assessment and contributes to personal development.

X- 'X'tra tasks

Differentiation is vital to ensure our higher ability learners are being challenged. Potentially, if students are extremely able, they can take the role on of 'Assessment Manager' and

impart their own knowledge into assessing and developing peers. On the other hand, if extension tasks for assessment are used, they should encourage higher ability students to analyse themselves in more detail, setting challenging but achievable targets.

Y- YOU at the heart of assessment

Every student should feel as though assessment is personalised and achievable, regardless of their ability. It is extremely effective to personalise hand-outs or posters with names, making students feel valued and recognised. In turn progress can become quicker as motivation levels are increased.

Z- Zap out the negative

Why should assessment have a negative connotation? Evaluation should be enjoyed! Especially so we can encourage students to have a growth mind-set with their work. Students need to realise assessment is not just a timed written task or paper. It is our job to raise awareness to students that they are doing and are involved in assessment constantly in every physical education lesson! Ultimately, to 'zap out the negative' we should focus our assessment on fun, positive and engaging individual or group tasks as displayed throughout this article. Consequently, helping to secure understanding and guarantee progress of all our learners.