Auchmuty High School

Improving S5/6 Learners' achievements in Higher PE Written Exam

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Stretch Aim: By 25th April 50% of (S5/6) pupils achieving ≥ 20 marks in written exam (Baseline 17%)

Aim1:By 21st Feb, 50% of (S5/S6) pupils will be achieving ≥50% marks in analyse questions (Baseline 6%)

Aim 2: By 18th March, 100% of (S5/6) pupils will be achieving ≥ 50% marks in explain questions (Baseline 18.75%)

Aim 3: By 18th March, 75% of (S5/6) pupils will be achieving 100% marks in describe questions (Baseline 25%)

Method

- Prelim results were used to create a pareto chart
- Analyse questions were highlighted as a particular challenge for pupils and an area of missed opportunity within the written exam
- It was agreed our first improvement aim would focus on 'analyse' questions' and we agreed Aim 1

Higher PE Prelim Questions - % unachieved marks
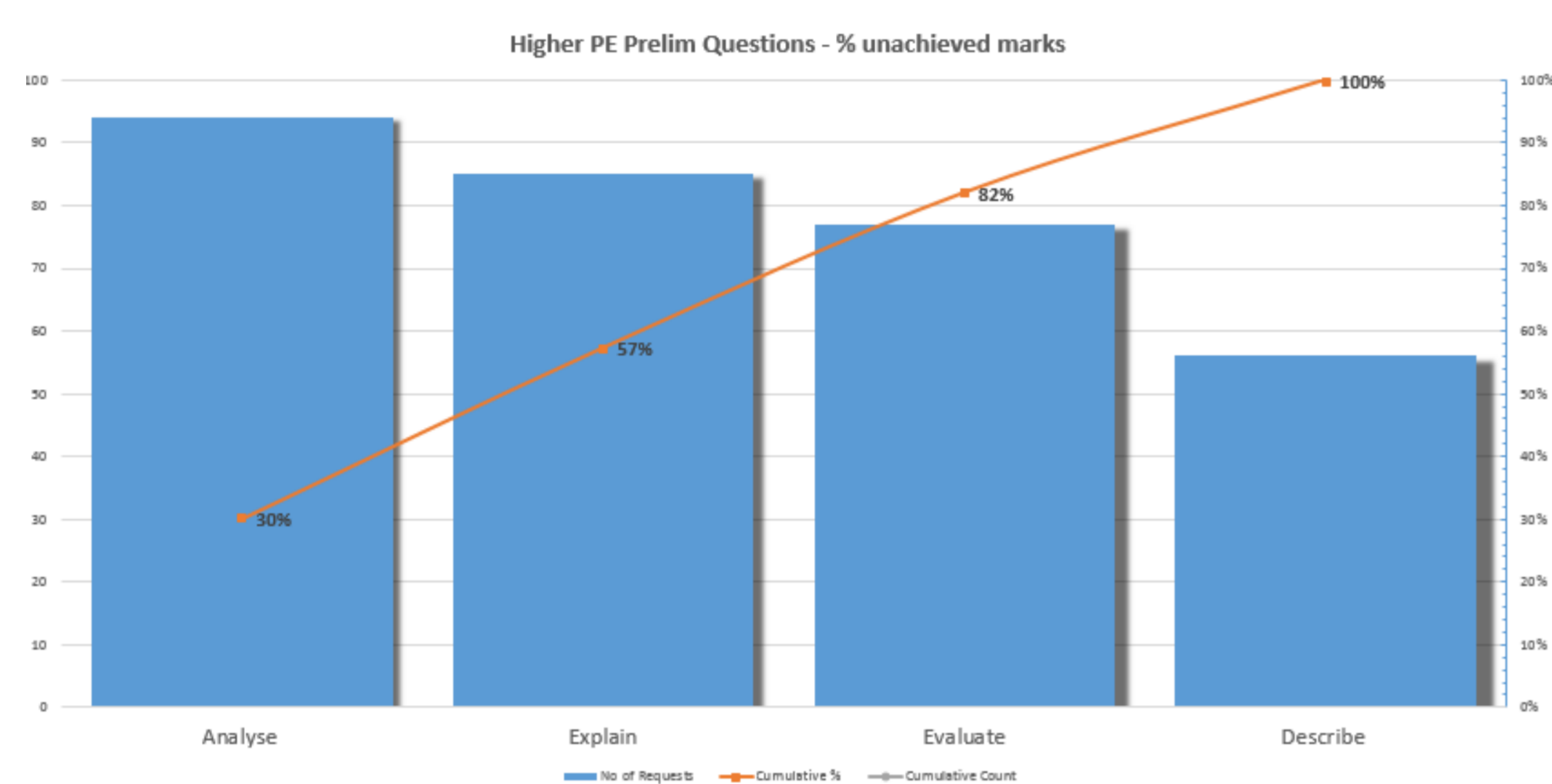
Process Change

A Driver diagram enabled us to explore our change theory. We focused on 'Learning & Teaching' in the first instance and generated change ideas.
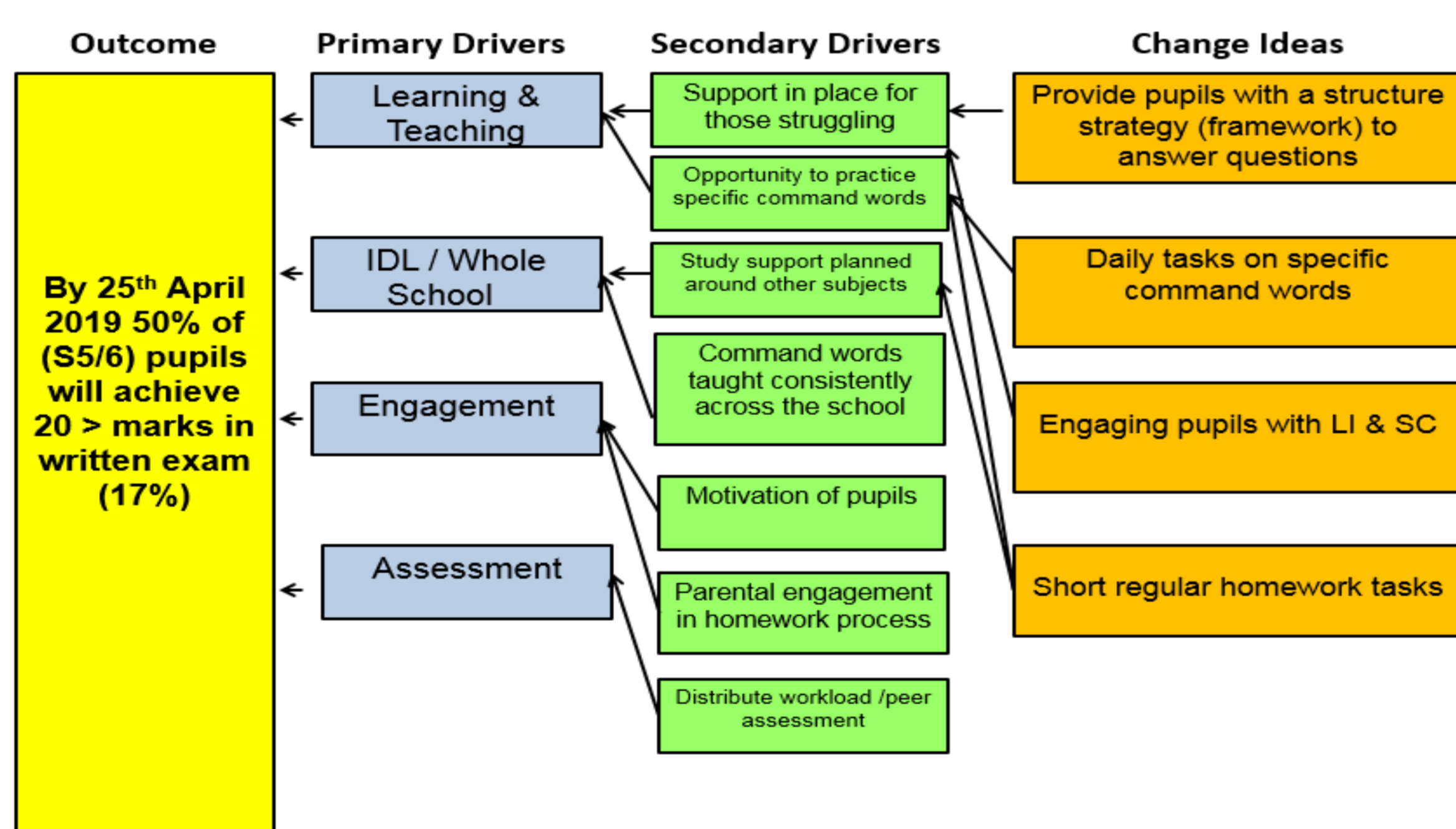
Change Ideas

- Short Daily tasks on specific command words
- Introduction to strategies to develop answer structure
- Short homework tasks (30 minutes max) provided 3 times a week
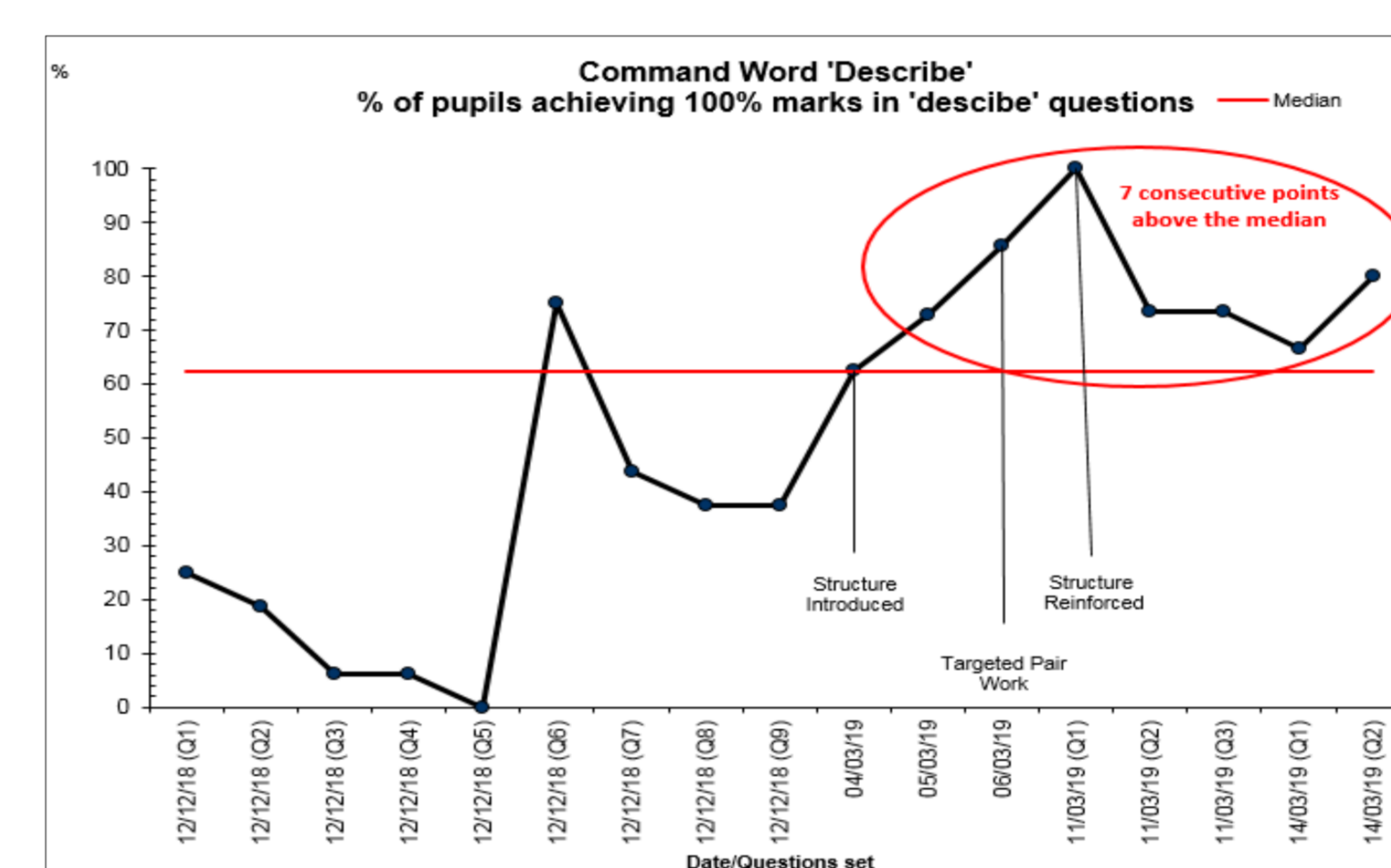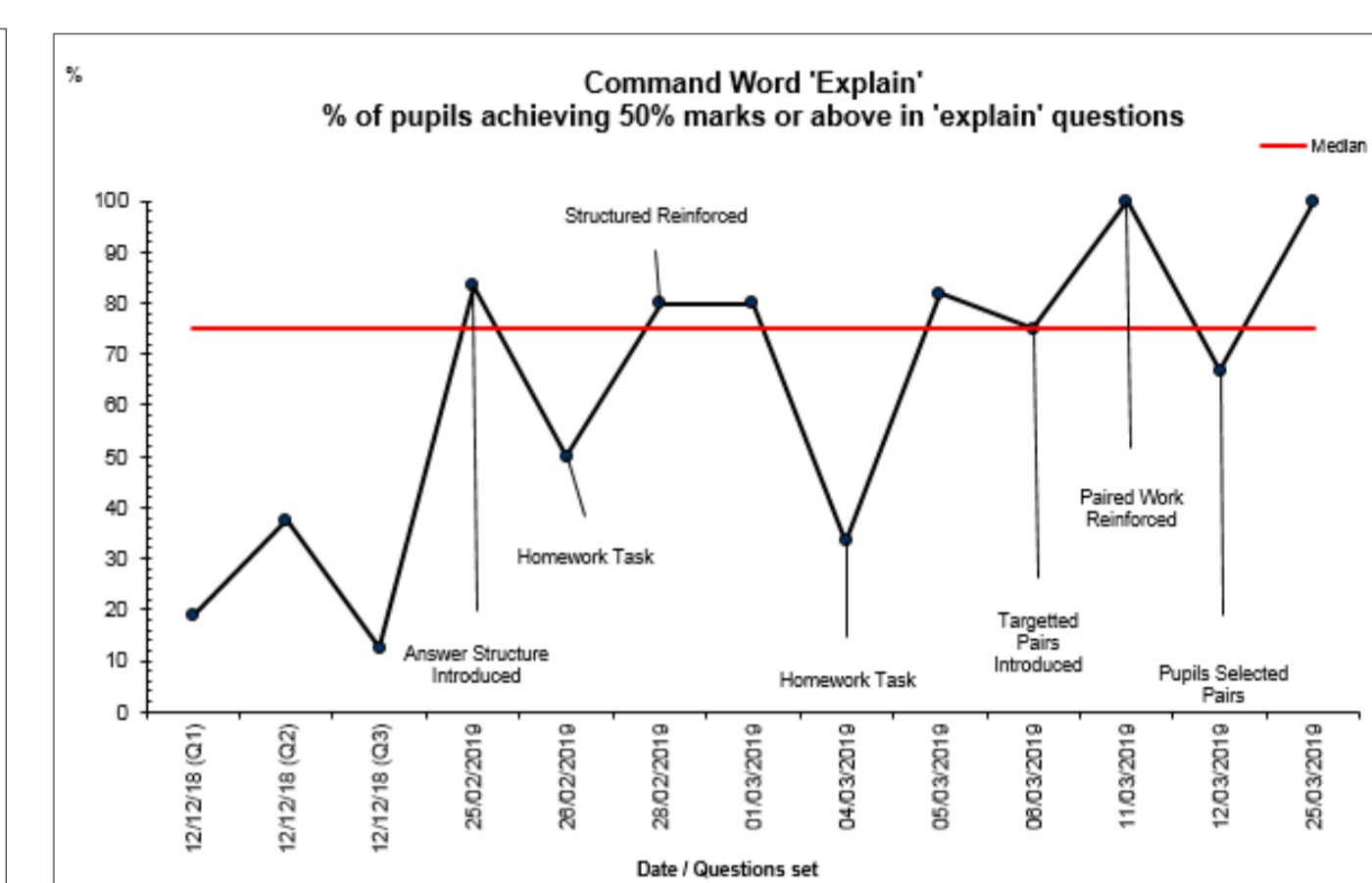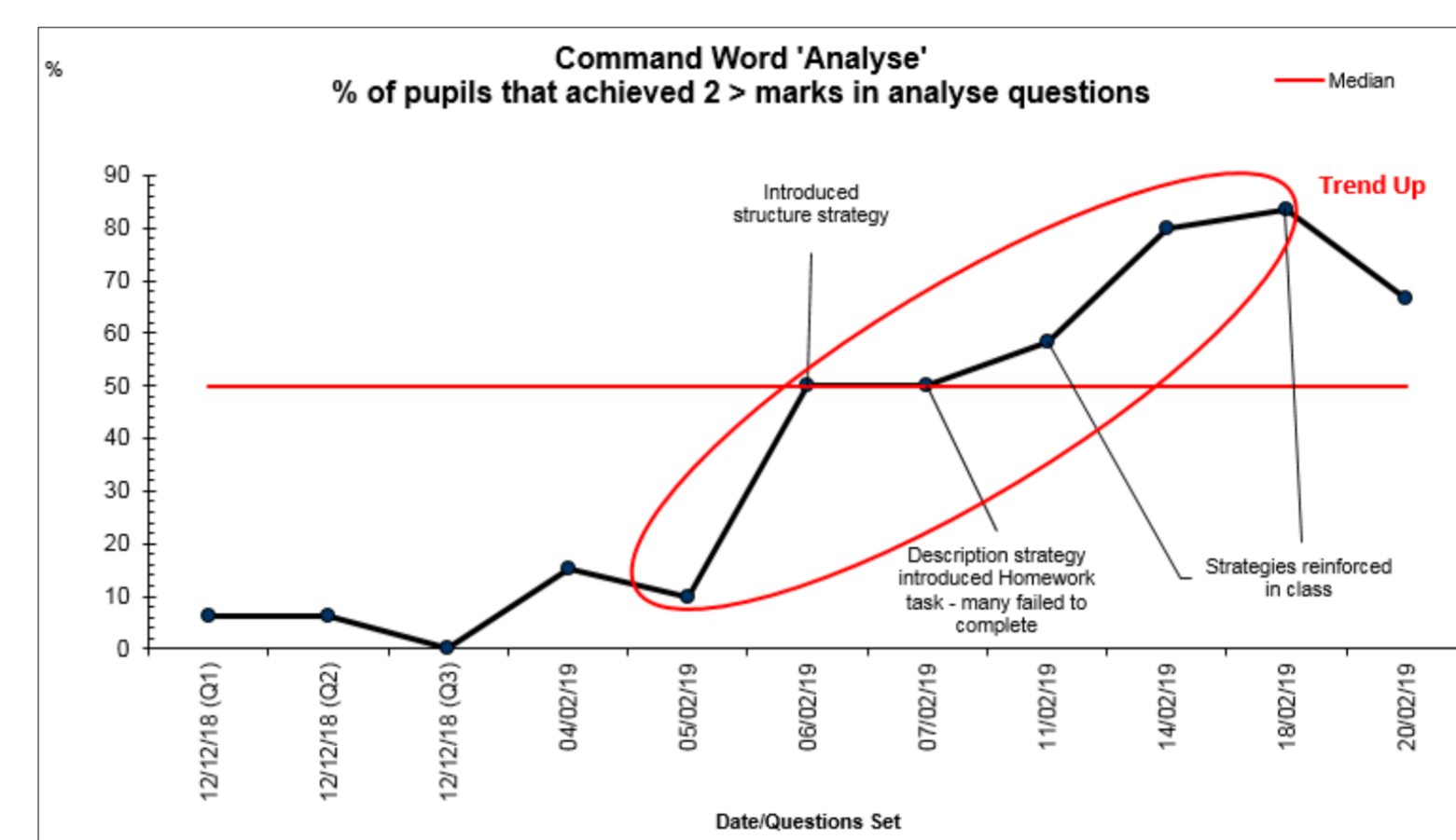- Targeted peer assessment
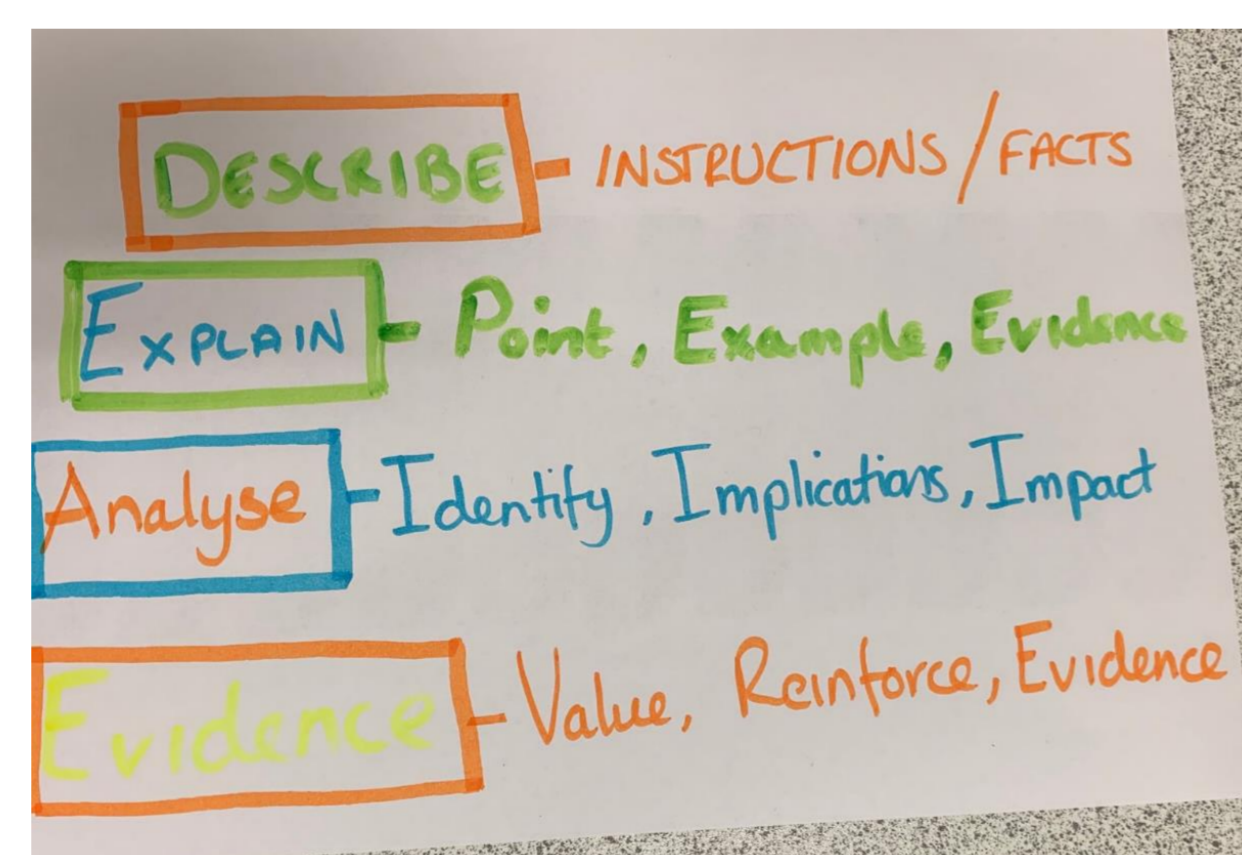
Achievements

Improvements gains were seen simultaneously with the introduction of a structure strategy:

➢ 50% of pupils were achieving ≥ 50 marks in 'analyse' questions (baseline 6%).

➢ Over 60% of pupils were consistently achieving 100% marks in 'describe' questions (baseline 25%).

Results

Command Word 'Analyse' — % of pupils that achieved 2 > marks in analyse questions

Command Word 'Explain' — % of pupils achieving 50% marks or above in 'explain' questions

Command Word 'Describe' — % of pupils achieving 100% marks in 'describe' questions

'The data allowed me to differentiate and create targeted pairs' (Teacher)

'I feel confident how I should structure my answers on analyse and evaluate questions' (Pupil)

Conclusions

- Providing pupils with a strategy to structure their answers led to improvements in 'analyse' and 'describe' answers
- Pupil's structure of answers developed
- Pupil's confidence in answering questions has increased
- Number of pupils returning homework has significantly increased
- Class discussions were more effective

'The data highlighted what worked and what didn't' (Teacher)

'Marking my peers answers allowed me to see what I need to include in my answer so I could get more marks' (Pupil)

Key Learning Points

- Daily tracking of pupils' progress provided a feedback mechanism to highlight learning gaps enhancing learning and teaching
- Daily tracking raised my awareness of pupils' who may be avoiding class, providing an opportunity to follow up on this
- Quality Improvement tools has supported my professional confidence delivering the course