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Assessment Policy

**Introduction**

The Hillhead High School Physical Education Department believes that all pupils, from S1-S6, should experience Physical Education in a safe and supportive environment, where they can develop physically, socially and emotionally. We continually strive to offer a broad and balanced Physical Education curriculum (containing a range of individual, team and aesthetic activities) that is intended to maximise pupil’s self-confidence and skill development. Progressive lessons, clear learning intentions and structured success criteria, combined with varied teaching approaches, allows us to provide stimulating, enjoyable and appropriately challenging learning experiences for all Hillhead High School pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of ability, will enjoy success and be motivated to further develop their individual potential.

**Assessment within the P.E Department**

* 1. **Why Assess?**

In the Hillhead High School Physical Education Department we believe the key purpose of assessment is to help move pupils on in their learning and help plan the next steps in each individual child’s learning. It is important that the classroom teacher identifies what has been remembered, what skills have been acquired and what concepts have been understood. This reflective approach enables the classroom teacher to evaluate what pupils are doing and effectively informs future planning. The outcomes of our assessments within the Physical Education Department will help pupils become involved in raising their own expectations. Furthermore, assessments also provide information for others, including parents, to show progression and actively involve them in the learning and teaching process.

**1.2 Planning Assessments**

It is important that diagnostic, formative and summative assessments are incorporated fully into the planning process. Within the Hillhead High School Physical Education Department each practical block of activity (BGE to Senior Phase) begins with a diagnostic assessment approach, where pupils are put into game situations or practices in order to gauge both individual levels and whole class ability, allowing the next steps of learning to be planned.

Throughout each block of activity, formative assessment is crucial in both the planning and learning and teaching process. Effective use of questioning / discussion (e.g. Talking Partners), peer / self-assessment, observation and feedback (written & verbal), both for individual pupils and whole class groups, should be implemented within the Hillhead High School P.E Department to evaluate pupil knowledge, understanding and progress, allowing attainable targets to be set within each lesson.

Summative assessment is implemented at the end of each activity block throughout our Broad General Education (BGE). This aspect of assessment takes the form of both practical performance (in line with the relevant experiences and outcomes at 3rd Level) and the updating of the S1-3 Learning Log, which challenges pupils to evaluate their performance, skills for life, learning and work as well as their progress towards the identified significant aspects of learning that have been developed throughout the activity block. Within courses at National Qualification Level, homework tasks, formal practical and written assessments (both unit and course assessment) are all undertaken in line with the relevant SQA documentation, covering the specific learning outcomes. Members of the P.E Department should effectively use their personal record of work in order to accurately log the implementation of diagnostic, formative and summative assessments, as well as aiding the planning for future lessons.

**1.3 Learning and Teaching Strategies**

Within the Hillhead High School Physical Education Department every teacher provides for differing abilities and strengths. In order to achieve this, a variety of learning and teaching styles are adopted (teacher directed, guided discovery, pupil centred, peer & self-assessment, individual, paired and group tasks). Class teachers must aim to use differentiation in line with the planning process during all lessons in order to maximise potential based on individual needs.

**1.4 Keeping Evidence**

A range of evidence is kept in the form of:

* Final / Prelim exam results
* Test Results
* S1-S3 Learning Logs
* Pupil classwork
* S1-S3 Assessment Grid
* Teacher Planners / Record of Work
* Practical Performance grades
* Unit passes
* Course Assessments
* Video of pupil performance
* Feedback partners
* End of block homework tasks and evaluations

**1.5 Evidence of Self / Peer Assessment**

Wherever possible pupils are involved in the self and peer assessment process. This should begin during the Broad General Education, where pupils will work with their peers as feedback partners. This will allow pupils to think about their own performance, as well as commenting on their partner’s. Relevant strengths and weaknesses will be discussed as part of this evaluation process. Strong pupil involvement in the implementation of appropriate success criteria will also greatly assist this process. Such forms of assessment are expanded upon within our P.E Studies Elective and National Qualification courses, where pupils are provided with assessment / observation sheets in order to identify areas of strength and weakness, in their own and their partner’s performances. These worksheets, along with video evidence are collated and are vital in the planning process.

**Types of Assessment, Recording & Reporting**

**2.1 Diagnostic Assessment**

Members of the Hillhead High School Physical Education Department should strive to implement the use of a diagnostic assessment approach at the beginning of each practical activity block in order to identify the strengths and weaknesses of individual pupils. Diagnostic assessment can be carried out through:

* Specific activities / tasks
* Game play
* Observation
* Target Setting
* Checklists / Tick sheets
* Accessing SLF / ASN file

Diagnostic assessment allows the classroom teacher to plan the next stage of learning and build upon each pupil’s current level of ability.

**2.2 Formative Assessment**

All members of staff should assess their class or group on a regular basis so they can plan the next stages in each pupil’s learning. Within the Hillhead High School P.E Department, formative assessment is integral within the planning and assessment process. Formative assessment through observation, questioning / discussion, written / verbal feedback and introductory activities, combined with the setting of effective and appropriate success criteria, helps members of the department to monitor progress and provides motivation for pupils. Formative assessment is on-going and can be undertaken in the form of individual, group or whole class assessments. Formative assessment can be carried out through:

* Effective and appropriate questioning
* Feedback Partners
* Use of show me boards
* Observation
* Peer and self-assessment
* Video of performance
* Standardised tests or observation schedules
* Pupil feedback

**2.3 Summative Assessment**

All members of staff should assess each individual pupil at the end of each block of activity to provide a summative assessment on their level of attainment.

* Broad General Education (S1-3)

Assessment within S1-3 classes is split into two components in line with the appropriate Experiences and Outcomes at Third Level. Firstly, pupils are assessed on their practical performance at the end of each activity block using a 4 point scale: 1: Excelling, 2: Applying, 3: Practising & 4: Developing. Evidence is gathered using video of performance and professional judgement, through observation of pupil performance. Secondly, at the end of a practical block of activity each pupil updates their Learning Log: this allows them to demonstrate their knowledge and understanding of what they have learned throughout the activity. The completion of the Learning Log enables pupils to self-evaluate their own progress and highlight the Significant Aspects of Learning and Skills for Life, Learning and Work that they have experienced and developed.

* S3 P.E Studies Elective

Assessment within this Elective is once again split into different components. Firstly, pupils are assessed at the end of each activity block on their practical performance using a 4 point scale: 1: Excelling, 2: Applying, 3: Practising & 4: Developing. Evidence is gathered using video of performance and professional judgement through observation of pupil performance. Pupils also plan, prepare, perform and evaluate an end of block performance in each activity. End of block homework tasks also provide written evidence of pupil knowledge and understanding. This summative information is collated and combined with formative assessment techniques to mark each pupil on their progress towards the highlighted Fourth Level Experiences and Outcomes.

* Senior Phase

In our two year National 4/5 and Higher courses and our one year S6 National 5 / Higher course, assessment takes place in line with national standards and guidelines. Within each qualification, pupils will complete a “Performance Skills” Unit and a “Factors Impacting on Performance” Unit. Information will be collected on practical performance progress in line with the standards set by the SQA using methods such as video and observation. Pupils will complete a “Factors Impacting on Performance” work book to provide evidence of meeting the standard in this unit. Summative course assessment will take place through the completion of the “Added Value Unit” at National 4 level, “Performance Skills” Course assessment (one-off performance) at both National 5 and Higher Level, the completion and presentation of a “Portfolio” at National 5 and the sitting of an externally marked exam paper at Higher level. The setting of regular homework, personal evaluation of performance and the completion of learner conversations will also assist with the assessment process in the Senior Phase.

**2.4 Recording**

Recording needs to be on-going, manageable and useful. Within the P.E department at Hillhead High School the purpose of recording is to:

* Help monitor pupil progress
* Recognise achievement
* Aid memory: especially to note achievements, progress and gaps in learning.
* Note strengths and weaknesses
* Document evidence
* Form a basis for reporting
* Provide a summary for discussion and informs verbal and written reports.

**2.5 Reporting**

* **Written**

Written reports are completed by members of staff for all year groups throughout the school session. Reports consist of ratings / tracking on pupils’ attendance, behaviour, effort and overall progress, as well as formal comments which outline individual pupil strengths and development needs. Pupil’s reports are summative in nature and are informative: they provide information of each pupil’s progression and achievements to date. Time is taken to report on the skills for life, learning and work that have been developed and improved upon within the subject of Physical Education.

* **Verbal**

Parents’ evenings are held throughout the year for all year groups. Parents have the opportunity to discuss their child’s progress with the class teacher. Departmental records are used to inform these meetings. It is hoped that each P.E Teacher will be given the opportunity to speak to each pupil’s parents / guardians / carer.