**Assessment in PE at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils mastering the content taught each year and discourages the acceleration of pupils into content from subsequent years.

*‘*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study*.’* (National Curriculum)

Progress in PE is assessed according to the extent to which pupils are gaining a deep understanding of the skills and processes needed, which, in turn results in sustainable knowledge and skills. Key measures of this are the abilities to use transferable skills across a range of different sports and activities and throughout their school journey.

Teachers provide opportunities for children to develop these skills through quality PE lessons. The use of external providers to deliver bespoke sessions across a range of sports, as well as plenty of opportunities for children to take part in competitions both internally and externally, further allows teachers to provide an accurate assessment of their children in PE.

**Formative Assessment**

Within PE lessons, teachers will use questions, tasks, and well-structured activities involving interaction and dialogue (between teacher and pupils, and between pupils themselves) to provide rich and meaningful assessment information concerning what pupils know, understand and can do. There is plenty of opportunity for children to practice and develop their skills as well as share successes with their peers. Each lesson will start by recapping prior learning, to ensure children have a solid understanding of each skill or concept they are focussing on.

Teachers adapt activities as necessary to support and challenge children of all abilities appropriately. As children grow, they are encouraged to make their own guided adaptations to tasks. They will consider adapting:

* Space – modifying the space used by increasing or decreasing an area e.g. changing the distance in which to score points
* Task – modifying the task by changing the demands, the number of repetitions, teaching support given, length of time, pathway of movement, specified elements to be included within a task.
* Equipment – modifying the equipment used such as the size of equipment used, the arrangement of equipment, the style of equipment.
* People – working alone, in bigger/ smaller teams, use of leaders & followers.

Teachers will use the information which they have gathered from a lesson to inform future teaching and learning.

**Summative Assessment**

At the end of each half term, teachers will complete an assessment on their children in line with the Assessment Outcomes for each unit of PE. This will enable teachers to have a more solid understanding of the levels of their children on a half termly basis and is used to inform future teaching and learning.