



Belper School PE Department – Marking and Assessment Procedures

The PE Department will undertake the following activities to support the whole-school Assessment and Marking Policy (June 2015)...

Key Stage 3

- use levelled learning objectives to help students know the level of performance and what they need to do to progress
- regularly reinforce with students the 'sporting barchart' principle of progress in PE which emphasises that improvement in a range of activities will bring the greatest progress in their overall level
- provide twice-termly 'working-at' levels based on overall performance across the range of activities
- regularly engage students in self and peer-assessment activities in lessons to evaluate performance against levelled criteria
- mark termly homework (a themed overview task) through which students demonstrate their knowledge of a recently covered aspect of their PE programme
- use cross-country and athletics performances to track students' physical performance across the key stage, involving students in target-setting and analysis of performance
- use end of year tests as one means to assess knowledge and understanding

GCSE PE

- use GCSE graded learning objectives in theory lessons to help students to know how their level of understanding will translate to a grade
- use GCSE practical scores alongside objectives for practical work to help students to understand their current level of performance and what is expected for progress to the next level
- provide feedback to students on the levels they have attained at the end of each practical unit
- use exam-style questions (ESQs) for homework and provide detailed marking for the long answer questions
- have the students sit end of unit, end of year and mock exams under test conditions and provide detailed feedback and suggestions for improvement of longer answers
- have students record and track their practical and theory scores on their subject record cards in the front of their theory files
- use acknowledgement marking once per term on students' theory files to check they are up-to-date, neat, complete, organised and to address any recurring errors/misunderstandings/failings
- set 'directed revision tasks' (DRTs) through which students are required to research and revise the directed topic, creating a revision resource; detailed feedback will be provided

A Level

- review students' practical performances/videos in the autumn term and provide a provisional mark along with detailed feedback on priorities for improvement
- review students' EPIP (spoken) coursework in the spring term and provide a provisional mark along with detailed feedback on priorities for improvement towards the final moderation
- have the students sit end of unit, end of year and mock exams under test conditions and provide detailed feedback and suggestions for improvement of longer answers
- have students record and track their practical and theory test/homework scores on their subject record cards in the front of their theory files
- set topic-based revision tasks through which students are required to research and revise the directed topic, creating a revision resource; detailed feedback will be provided
- use A level graded learning objectives in theory lessons to help students to know how their level of understanding will translate to a grade
- use exam-style questions (ESQs) for homework and provide detailed marking for the long answer questions