

## CANTRELL PRIMARY SCHOOL ASSESSMENT/RECORDING/REPORTING

Cantrell Primary have a sports assessment tracker for the pupils that starts from year 1 and is recorded until they leave in year 6.

Each year group works towards the development of key areas. These key areas are found in the supplied 'P.E Statements' which can be found on the Cantrell web site under PE curriculum.








### **Cantrell Primary** **P.E Statements** **Year 1**

1. Throw and catch showing a degree of competency, in isolation and in varied environments
2. Demonstrate changes of direction, speed & level
3. Show an awareness of how the body changes/functions during exercise
4. Perform and repeat sequences of movements
5. Displays development FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Use FUNdamentals of movement to achieve success, individually and as a team
7. Show proficiency in one stroke when swimming
8. With guidance participate displaying respect, fair play and working well with others

Throughout the academic year the activities delivered should be designed to allow pupils to develop their performance in all of the relevant PE statements.

***For example – A class that is only taught Gymnastics for an academic year would only develop Statements 2, 3, 4 & 5.***

On every lesson plan there is a suggestion of what P.E statements to focus on, helping to design a broad and balanced PE curriculum.

	L/A -How do I make the task easier?	Striking & Fielding Year 2 Lesson 1	M/A -How do I make the task harder?	
<b>Learning Objectives:</b> L.O 1 – To develop pupils ability to stop a moving ball (field) L.O 2 – To develop pupils ability to strike a ball (hitting)		Challenge 1 – Pupils will be able to stop a moving ball in the correct position and strike a moving ball with a degree of consistency (3 times out of 5 – tennis racquet) Challenge 2 – Pupils will be able stop a moving ball in the correct position and hit a moving ball with consistency (4/5 times out of 5 – tennis racquet) Challenge 3 – Pupils can stop the ball consistently, pupils throw effectively and can strike the ball with a smaller bat (3 out of 5 – rounders bat)		
Numeracy in P.E! - 	Literacy in P.E! - 	Inspiration in P.E! - 		
<b>SoW Milestone Focus:</b> (5) Becoming Competent in the FUNdamentals of movement. (8) Participate showing respect, fair play working well with others.				



The Assessment Tracker allows us to document and monitor pupils' progress against the PE statements.

Class:	Pupil Info:		Activity:															
			Attendance & Afl:								Class threshold targets:							
Name	SEN	G&T	Pupil Premium	1 Gymnastics	2 Gymnastics	3 Gymnastics	4 Parkour	5 Parkour	6 Parkour	7	8	Uses knowledge of the relationship between the body and exercise to improve all fitness components	Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely	Create complex, demanding and well executed sequences containing a variety of gymnastic components	Display an understanding of fair play, working well with others and leading a large group	Field, defend and attack tactically by anticipating and reacting to the direction of play.	Utilise new skills in competitive situations, as an individual or part of a team	Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run (prints, middle distance
Pupils Names go Here!!				^	^	^	^											
				^	^	^	^											
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Each pupil has four cells per statement. By filling in these cells, we are able to create an accurate indication of progress on one tracker document for the whole academic year. When pupils are having difficulty progressing in this particular statement, one cell is filled. This is referred to as ‘Working towards’.


When pupils are showing progress that is typical for pupils at that age, two cells are filled. This is referred to as ‘Expected’.


If pupils show a rate of progress superior to the majority of the class, three cells are filled. This is referred to as ‘Mastery’.


Four cells will be coloured when pupil show extraordinary achievement against a statement (perhaps they represent their County/Area in a related activity). This is referred to as ‘Exceptional’.


As well as Assessment Tracker document (focusing on fundamentals like throwing catching, team work, coordination etc), we have also included a fitness test that includes the Beep Test otherwise known as the multi-stage fitness test.

We work with year 5 and 6 and record results at 5 key times of the year.

- 1) Beginning of the Autumn 1 time
- 2) On return from Autumn 1 half term
- 3) On return from Christmas break
- 4) On return from Spring half term
- 5) Prior to Sports Day.

The Beep Test involves running continuously between two points that are 20m apart from side to side. The runs are synchronized with a pre-recorded audio tape, CD or laptop software, which plays beeps at set intervals. As the test proceeds, the interval between each successive beep decreases, forcing the pupil to increase their speed over the course of the test until it is impossible to keep in sync with the recording.

We record what level they achieve on each test, and we also include heart rate monitors although we don't keep a record of their heart rate as part of their assessment. We explain the connection between heart rates and fitness.

Assessment of pupils' attainment is a continuous process to all teaching and learning.

It will inform teachers, pupils and end of year reports and will help to identify learners' strengths, weaknesses and needs.

### **PUPIL VOICE QUESTIONNAIRE**

We conduct PE Pupil Voice Questionnaire from Year 1-6 and analysis the data. It is used as a way to find out how pupils feel about their PE experience in school. The data generated from it can be used to evidence PE strengths, and to identify any areas in which the PE provision could be strengthened.