



### **PE Department Marking Expectation**

It is our professional responsibility to provide regular and high - quality feedback to students on how well they are doing and what they need to do to improve.

Feedback will be provided verbally in class, through peer and self assessment and by teachers responding to and annotating students' work.

### **Purpose and Benefits of Effective Marking**

Marking plays an important role in raising standards of achievement. Through marking we inform pupils, other teachers and parents of progress and allow targets to be set for improvement.

An effective marking policy will benefit the department by:-

- Promoting consistency and a common understanding of effective marking practices.
- Raising children's self-esteem through valuing their work and recognising their efforts.
- Providing constructive comment, suggesting strategies to bring about improvement.
- Ensure that teachers have an effective way of monitoring progress in order to inform planning.
- Assisting with the moderation of standards across the department.

An effective marking policy will benefit the students / parents by:-

- Informing students how well they are working in comparison with their target level/grade.
- Informing parents how well their child is working in comparison with their target level/grade.
- Informing students of what they need to do in order to improve.
- To motivate students to produce high quality work and to encourage continual progress.
- Providing opportunities to praise and reward students for their work.

Assessment levels should be colour coded in relation to the target level. This can be done electronically or manually, by the teacher or by students during class feedback as part of a self assessment exercise.

Where it is not appropriate to write directly onto a student's work, feedback sheets should be used which can be kept in the student's folder / book.

Praise and rewards should be used in line with the Behaviour Policy for all students meeting their target levels/grades.

Time should be provided for students to reflect upon the written feedback provided. If the feedback is not to be kept in the student's day to day workbook then it should be transferred by the student into his/her workbook / folder.



**PE Formative Assessment Expectations For**  
**Examination Courses in Key stage 4 / 5**

This policy is for examination PE Courses:

- BTEC Sport
- BTEC Public Services
- GCSE PE
- AS/A2 PE

1) Each student must have at least one piece of work (written, practical or presentation) marked each half term

2) In each of the respective PE courses the student's folders and exercise books should be taken in and monitored once per half term i.e. GCSE PE folders should be checked by their GCSE PE teacher every half term to ensure that they are up to date and not missing work

3) The checked work should detail:

- i) a 'star'- a positive comment about the work or how well the student is learning
- ii) a 'wish'- an area of the work or of learning for the student to develop.

The 'star' or 'wish' target is related to learning and how to improve the quality of their work and should not be an effort grade i.e. try harder or simply that this work is at "C" level!

4) Each teacher should ensure that every student has the opportunity to use at least one peer-assessment or self-assessment activity during each half term period (through the use of examination questions or other opportunity)

5) Students will be made aware of the departmental formative assessment policy at the beginning of the course.

6) When a piece of work has been checked and a target has been created then students should where possible have an opportunity to improve the quality of the work

7) Students will be made aware of the targets they have been set by the teacher writing a comment (1 star and 1 wish) on their work and teachers should record the target to inform their future planning and differentiation

8) The marking of all work in the examination courses should be represented as a visual representation (available to students and parents) on the shared area as a RAG Grid.



## **TAVISTOCK COLLEGE PE LEARNING AGREEMENT**

Certified Courses learning agreement

Before starting your examination course at Tavistock College, you and your parent / guardian will be expected to sign the following agreement.

Under this agreement Tavistock College PE department will endeavour to provide:

1. A full course of examination subjects in through key stage 4 – 5, with teaching by specialist teachers who are experts in their own fields and who are able to use appropriate facilities and resources.
2. Personal departmental mentors, who will monitor your progress, provide academic support where necessary and help you to set targets to achieve your goals.
3. Support for any special needs you might have.
4. Opportunities to participate in the life of the whole school through the department.
5. At least one opportunity each year for your parents / guardians to come into the school to formally discuss your progress.
6. A marking policy that informs you and your parents of your progress as well as informing of how you can improve your attitude and attainment.

In return, it is expected that you as a student will:

1. Achieve 100% attendance in all lessons when you are in school.
2. Be prompt for all lessons.
3. Meet all deadlines for your work.
4. Maintain a high standard of dress and behaviour that is suitable for the lessons that you are taking part in.
5. Respect the facilities in the Physical Education Block and any equipment you may be using.
6. Ask for assistance when you feel that you are not sure about something.
7. You behave in a manner that you are expected to
8. That you attend / help with at least 1 extra curricular club throughout the year with younger students.

Signed \_\_\_\_\_ (Student) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Parent /Guardian) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Head of Physical Education) Date \_\_\_\_\_



### PE Assessment Expectations for Key Stage Three

This policy is for all KS3 PE students -

- Year 7
  - Year 8
  - Year 9 practical pathways.
- 1) The students will be made aware by teachers of the link between the self assessment passports and teacher Pedpass planning sheets.
  - 2) To enhance the students awareness of the assessment process ,there will be more availability of resources in learning environments. This will include posters breaking down the strands in the KS3 PE curriculum with how to achieve specific levels.
  - 3) There will be communication to parents/carers to raise awareness of this assessment policy.
  - 4) Word phrase banks will be created from the Pedpass and passports to make students understand these links.
  - 5) There will be a raised profile through using examples of students work so there is more awareness and a visual template for students.
  - 6) The students will have individual progress sheets to write down current levels and how to progress to the next level. There will be a proforma designed similar to Key Stage 4/5.

- 7) Students will get the opportunity to comment and have a dialogue with teachers on levels and how to progress to the next stage.
- 8) Each teacher will ensure that these progress sheets are assessable and updated at least twice through each strand of the new PE curriculum.
- 9) Teachers will use level indicator stamps which will be used in organisers twice a unit to show student progress and how to reach next level.
- 10) Students will be made aware of the PE department assessment policy at the beginning of the academic year.



### TAVISTOCK COLLEGE PE LEARNING AGREEMENT

As a PE department at Tavistock College we strive to maintain the highest standards to provide an enjoyable and positive learning environment for all students.

This contract has been designed to set out expectations of what the PE department will endeavour to provide and the expectations of all students. The expectation is for you to read and sign the following agreement.

Under this agreement Tavistock College PE department will endeavour to provide:

1. A full range of activities will be provided through the curriculum, with specialist teaching staff who are able to use appropriate facilities and resources.
2. Engaging and enjoyable lessons which are delivered in a positive learning environment.

Academic support will be given in terms of intervention - target cards established to support students.



3. Personal department mentors, who will monitor your progress, provide academic support where necessary and help you to set targets to achieve your goals.

4. Support for any special needs you might have.

5. Opportunities to participate in the life of the whole school through the department.

6. At least one opportunity each year for your parents/guardians to come into the school to formally discuss your progress.

7. A marking and assessment policy that informs you of target levels and how to progress to the next level and also allows you to self assess your progress in PE.

In return, it is expected that you as a student will:

1. Achieve 100% attendance in all lessons when you are in school.
2. Be prompt for all lessons
3. Maintain a high standard of dress and behaviour that is suitable for all the lessons that you are taking part in.
4. Respect the facilities in the Physical Education block and any equipment you may be using.
5. Ask for assistance when you are not sure about something.
6. Give 100% effort and attitude towards all activity areas in the curriculum.

Signed ..... (Student)      Date .....

Signed.....(Head of KS3)      Date.....

