

## Professional learning paper:

# Assessing progress and achievement in Health and Wellbeing – Physical Education

### Introduction

The Principles and Practice paper Health and Wellbeing across learning: responsibilities of all summarises the educational rationale underpinning the entitlement of all children and young people to enjoy and benefit from the experience of learning in the context of Health and Wellbeing – Physical Education.

*Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:*

- *make informed decisions in order to improve their mental, emotional, social and physical wellbeing*
- *experience challenge and enjoyment*
- *experience positive aspects of healthy living and activity for themselves*
- *apply their mental, emotional, social and physical skills to pursue a healthy lifestyle*
- *make a successful move to the next stage of education or work*
- *establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.*

The more specific Principles and Practice Paper Health and Wellbeing adds:

*As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education.*

*Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.*

This paper builds on this through using significant aspects of learning to provide valid, reliable and challenging assessment of progress and achievement in Physical Education. Through this children and young people will be supported in developing the knowledge and understanding, skills, attributes and capabilities required to live healthily now and in the future.

The purpose of this document is to support professional learning and reflection on assessing progress and achievement in Health and Wellbeing – Physical Education by providing:

- a description of the significant aspects of learning within Physical Education
- an outline of what breadth, challenge and application look like within Physical Education
- information on planning for progression through curriculum levels, using breadth, challenge and application.

This resource supplements the Principles and Practice paper and the Experiences and Outcomes in Health and Wellbeing – Physical Education. An accompanying Progression Framework and annotated exemplification of learners' work provide further support.

### **What are significant aspects of learning?**

Within each area or component of the curriculum, significant aspects of learning have been identified, based on the rationale underpinning the curriculum area and/or key aims of learning outlined in the Principles and Practice paper and on the organisation and structure of the statements of Experiences and Outcomes. Each significant aspect of learning:

- brings together a coherent body of knowledge and understanding and related skills, as detailed in the experiences and outcomes
- is common to all levels from early to fourth
- can provide sound evidence of learning in accord with the principles of Building the Curriculum 5: A Framework for Assessment
- supports the practice of holistic ('best fit') assessment
- can be effectively used to inform assessment of progression within a level and achievement of a level
- can be readily used to plan further progression within a level and from one level to the next.

Significant aspects of learning provide support to practitioners by ensuring that assessment draws on a range of evidence which together provides more robust, valid, reliable and, therefore, more worthwhile assessment information than assessment based on evidence derived from single brief learning experiences or one-off pieces of work(s).

This approach supports practitioners in planning and integrating learning, teaching and assessment and in planning progression. Through using the structure of significant aspects of learning, practitioners can readily provide learners with opportunities to experience breadth, challenge and application in their learning in ways that meet the needs and interests of their own context. Learners can thus progress by different routes and pathways through the experiences and outcomes and demonstrate progression and achievement by making use of a range of opportunities and strategies that meet their needs. Practitioners can make holistic ('best fit') judgements about the achievement of a level in a curriculum area, drawing on evidence from across the relevant significant aspects of learning.

This structure also affords practitioners significant opportunities to plan and assess within a curricular area the development of the skills, attributes and capabilities required for learning, life and work.

The use of significant aspects of learning will inform moderation activities based on holistic judgements and thus support quality assurance approaches and the use of assessment to inform improvement at all levels of the education system.

### **Significant aspects of learning through performing in Physical Education**

Taken together, the Health and Wellbeing Principles and Practice Paper and the Health and Wellbeing Experiences and Outcomes make clear the importance of Physical Education and the distinct contribution it makes to learners' health and wellbeing. Practitioners and learners together will focus on developing the significant aspects of learning in Physical Education across all three lines of development – Movement skills, competencies and concepts; Cooperation and competition; Evaluating and appreciation.

The skills and attributes identified within diagram 2 do not represent an exhaustive list. For ease of reference, only the main aspects and big ideas are presented. For example cue recognition greatly informs decision making. Similarly prioritising and sequential thinking will help inhibit impulse responses that in turn will influence focus and concentration. Their inclusion in the learning process culminates in improvements in problem solving. The demands on these various aspects will progress as learning becomes more challenging, and learners are then required to demonstrate more sophisticated responses.

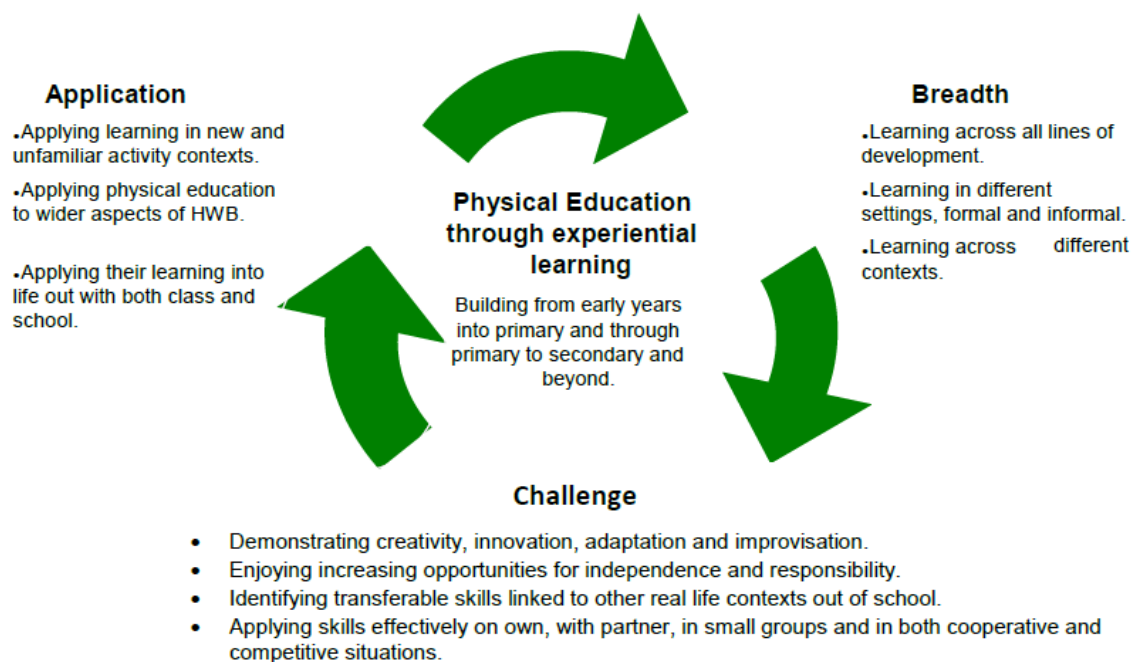
Significant aspects of learning are signposted in the Principles and Practice paper and in the Experiences and Outcomes:

1. Physical competencies – kinaesthetic awareness; balance and control; coordination and fluency; rhythm and timing; gross and fine motor skills.
2. Cognitive skills – focus and concentration; cue recognition; sequential thinking; prioritising; decision making; multi-processing; problem solving; creativity.
3. Physical fitness – stamina; speed; core stability and strength; flexibility.
4. Personal qualities - motivation; confidence and self-esteem; determination and resilience; responsibility and leadership; respect and tolerance; communication.

Evidence of learners' progress will reflect the fact that experiences within Physical Education all take place within the medium of performance.

## What do breadth; challenge and application look like when learning through performing in Physical Education?

Diagram 1: Assessing progress in achievement - HWB – Physical Education



### **Breadth**

Opportunities for breadth are provided for learners as they progress through the lines of development within Physical Education – Movement skills, competencies and concepts; Cooperation and competition; Evaluating and appreciation. Learners will be able to draw on their experiences and demonstrate their knowledge, understanding, skills, capabilities and attributes in a range of contexts including individual, group, indoor, outdoor, creative, water based, high energy and when relaxing.

Within school learners will take part in a broad range of Physical Education activities. Consequently they will be provided with opportunities to develop a breadth of skills across the physical, social, mental and emotional aspects of performance. As learners do so, they also develop a range of higher order thinking skills related to improving their performance.

Learners can reinforce and enhance their learning through performing and demonstrating an increasing range of knowledge, skills and movement patterns across different contexts for learning such as energetic play, physical activity and sport. They can be supported in doing so by participating at home, in after-school clubs, in community provision, in local sports clubs, during residential stays and through national and local sports initiatives.

Participating in a variety of activities to extend their range of skills, knowledge, understanding, capabilities and attributes can encourage learners to establish lifelong healthy physical activity habits.

### **Challenge**

Learners are faced with appropriate challenge as they deal with increasing levels of demand in terms of for example:

- the complexity of the task and / or skill
- the number of decisions to be made
- levels of fitness required
- the amount of time to react
- the level of pressure
- the level of cooperation and or competition
- the number of participants.

Learners demonstrate their ability to meet challenge as they:

- successfully move from familiar to unfamiliar activity contexts
- transfer skills across similar activities
- transfer skills to different activities
- experience and use a range of approaches to improve performance, including the use of ICT.

Challenge is also provided as learners:

- respond and reflect on success and failure
- take on more responsibility for improving their performance
- perceive, understand and appreciate the links between different aspects of their performance.

### **Application**

Learners can apply their skills effectively in a range of contexts.

Learners successfully apply their knowledge, skills and capabilities as they demonstrate creativity through innovation, adaptation, improvisation and their responses to the unexpected. They apply both the technical skills related directly to Physical Education and activity and the transferrable skills related to learning, life and work, across a range of activities and different real life contexts including out of school. These may include contributing to planning and leading the learning of others.

### **Planning for progression through breadth, challenge and application in Physical Education**

As learners progress, they should be given opportunities throughout their learning to engage with and create more complex and sophisticated responses to increasingly more challenging situations. The Experiences and Outcomes for Physical Education provide the context for planning progression in learning. Importantly, learners' skills in physical education can be developed in an integrated manner with those from Dance in the Expressive Arts, in other aspects of Health and Wellbeing and in other curricular areas. Planning for progression should also capture creativity and provide learners with increasing opportunity to take ownership of the learning process and the recording and

presenting of evidence of their achievement and what this means for their health and wellbeing both immediately and in the long term.

Learners' performances will range from contexts which are simple, basic, predictable, self-paced, with a limited repertoire of skills, involving a small number of people and where few decisions have to be made, to a more complex, unpredictable, externally paced context, with a wide repertoire of skills, a high tempo of movement, involving greater numbers of people and many decisions to be made in a short time frame. Progression in a learner's performance in physical education is illustrated in the Significant Aspects of Learning in Physical Education diagram.

The narrative below illustrates one approach to identifying features of the learner's performance which indicate progress in the significant aspects of learning across the levels within Physical Education. It is recognised that learners' progress is not linear and that learners will require to revisit aspects of learning to consolidate their progress over time. Learning is multi-dimensional and as a result can be a messy and frustrating process as learners plateau in their learning at different periods. This is particularly relevant in Physical Education where learners, in using their bodies in learning through performing, have to cope with and manage the physical changes that take place as a result of growth and maturation.

Whilst the features are listed separately below, physical education should be viewed as a rich, holistic context for learning where learners demonstrate the physical competencies together with cognitive skills, physical fitness and personal qualities in an integrated way across the three lines of development. Learners' learning from the early level stays with them and continues to be accumulated and built upon as they progress through the other levels. Therefore all of the learning at early level continues to underpin and act as the foundation of learners' progress as they move through first level and beyond.

**1. *Physical competencies – kinaesthetic awareness; balance and control; coordination and fluency; rhythm and timing; gross and fine motor skills.***

Learners at the early level begin to move with control and fluency in a variety of spaces, indoors and outside. As they explore a range of contexts they can demonstrate balance, control and rhythm. As they progress through first level they can link different body parts to move in a more controlled and fluent manner and with others; they progress to combining a series of movements together to create a performance. At second level they can demonstrate how they take responsibility for their movement and show an increased awareness of others. They are able to plan and sequence a series of actions, and demonstrate precision in their movements. Through third/fourth level learners can perform a wide range of movements and actions in a variety of different contexts, with control, fluency and precision. They can plan and link movements together to achieve a quality performance with confidence and consistency.

The process of learning to control physical actions is underpinned by kinaesthetic awareness. Responding to the feedback created by this process fosters increasing control and fluency in learners' performance.

***Cognitive skills – Cognitive skills – focus and concentration; cue recognition; sequential thinking; prioritising; decision making; multi-processing; problem solving; creativity.***

Learners at the early level can demonstrate the ability to focus their attention on a task, and concentrate on finding a solution to simple problems. They can demonstrate the ability to start and stop (inhibit) their actions and behaviours, and can recognise significant cues in a variety of situations. As they progress through first level learners can focus attention in more demanding situations, like working with a partner or in a small group. They can successfully manage two or three instructions at the same time, and are able to create their own movement patterns. At second level learners can manage an increasing number of instructions (i.e. two-step complex or three-step simple instructions), and plan a series of action steps when problem solving. They can prioritise their response when faced with a number of different information cues at the same time. Learners at second level can reflect on their previous actions and adapt their plans accordingly in order to be more successful. At third/fourth level learners consistently demonstrate a sustained focus of attention, and high levels of concentration. They respond to cues in the environment with competency and clarity while demonstrating skills in planning, prioritising and decision making. They actively review previous performances and then consider possible improvements that could be made. They are able to generate ideas that are original to them, and evaluate the success of their creative solutions.

***2. Physical fitness – stamina; speed; core stability and strength; flexibility.***

Learners at the early level participate enthusiastically and sustain energetic levels of play/activity. They can demonstrate an awareness of core strength when balancing, and can work at tasks that require different speeds of movement. As they progress through first level learners can demonstrate appropriate levels of stamina. They can participate successfully in activities that involve changes in the speed of movement, and can demonstrate stillness and balance in a variety of postures that require good core stability and strength. Successful learning at second level includes learners demonstrating sustained levels of moderate to vigorous physical activity. They can maintain good core stability and muscle strength while participating in a range of activities. They are aware of the impact of flexibility on performance and can demonstrate a series of exercises designed to improve flexibility. As they further progress, taking personal responsibility for sustaining energetic activity levels are an indicator of successful learning. At third/fourth level learners can plan, prioritise and achieve their own personal goals for sustained participation in activities across a range of contexts and situations. They understand the importance of, and can demonstrate consistent ability in using core strength, speed and muscle strength to succeed in a number of contexts. They can evaluate their own fitness and make informed decisions that may lead to performance modifications and/or improved fitness levels. They can demonstrate a good understanding of the benefits of healthy living and maintaining an active lifestyle.

**3. *Personal qualities – motivation; confidence and self-esteem; determination and resilience, responsibility and leadership; respect and tolerance; communication.***

Learners at the early level will be eager to participate with a continued readiness to learn; as they do so they also show the ability to share and take turns when participating and thus work effectively with a partner. They develop greater levels of self-confidence and self-esteem through successful management of movements and use of space. They demonstrate resilience to stay 'on task' when faced with challenges in a variety of activities, and can adopt different roles when working with a partner or in a small group. As learners progress through first level they show increasing resilience and determination when working to improve performance. They are respectful and tolerant of other people's ideas and solutions. They recognise that their actions can influence other people and they encourage and support peers to do their best. Successful learning at second level includes learners demonstrating enthusiasm to participate in a range of activities. They have developed their self-esteem and confidence and consistently promote a positive image of self-worth. They show empathy and respect for others, can act as a role model, and make decisions based upon equity and fairness. They feel valued by others and in turn they recognise the value of others. Their performances provide evidence that they understand and can demonstrate the positive link between effort, perseverance and personal achievement. Through third/fourth level learners can interact positively with, and perform consistently in, a wide range of activities independently, or as part of a group. They demonstrate self-esteem, confidence and perseverance when faced with movement challenges. Learners at this level understand and can demonstrate the appropriate responsibilities of leadership and the capacity to challenge others to improve. They take the initiative to celebrate, value and build on achievements and as they do so they encourage and allow others to do their best.

**Next steps**

Practitioners are encouraged to use this document to support professional dialogue through quality assurance and moderation activities. It may be used by individuals to inform reflection on practice and plan for improvement in approaches to supporting learners in their progress and achievement.



Diagram 2: Significant Aspects of Learning in Physical Education Cognitive Skills

