



Celebrating and Assessing the Whole Child

What will this webinar cover?

- What do we mean by 'assessment of the whole child'?
- Examine how we can assess and celebrate the whole child.
- Watch videos and ideas from lessons to see how this can be brought to life
- Explore ideas and resources can support you to deliver high quality Physical Education

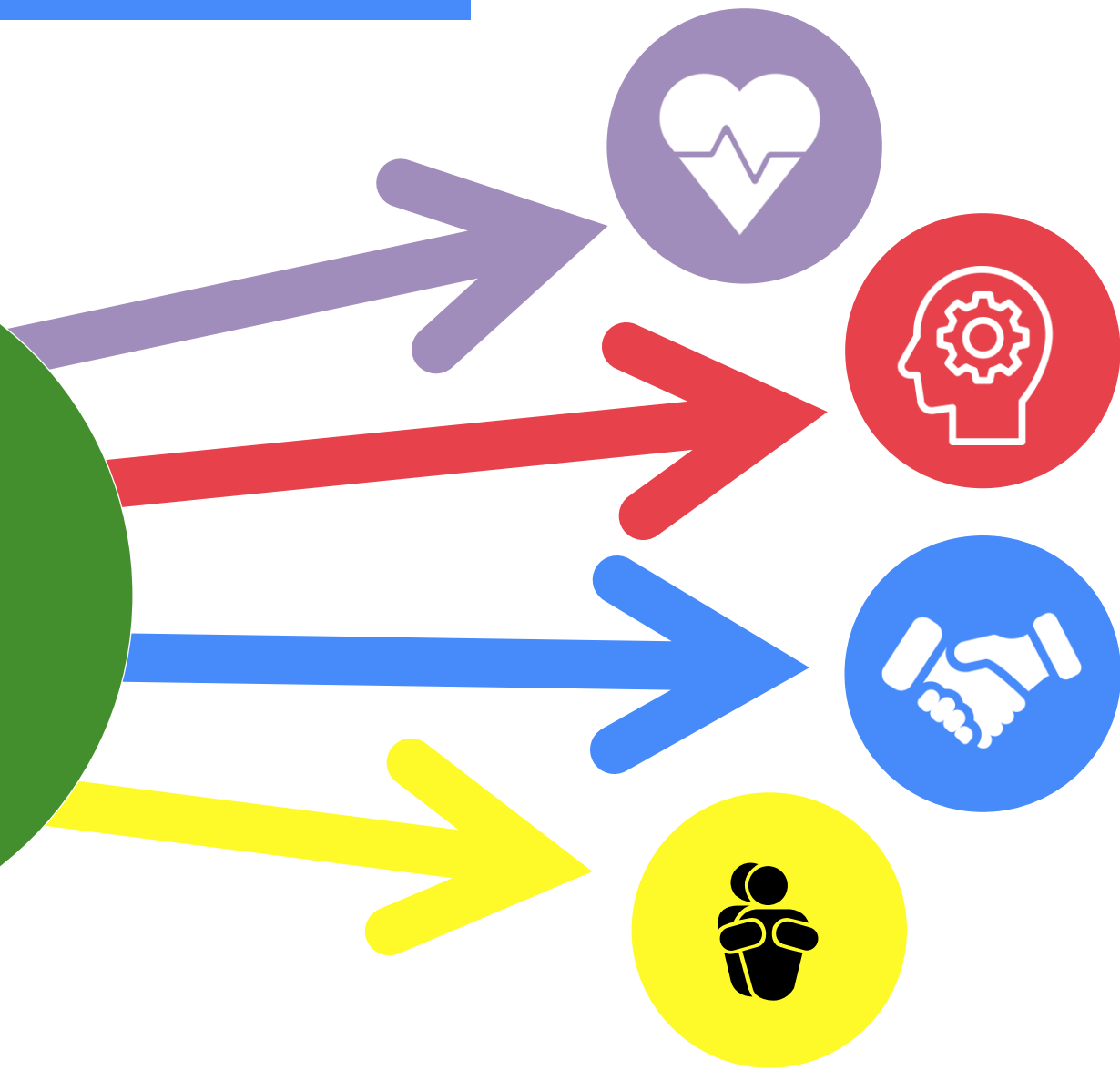
Prior to teaching and assessing there are certain things that we must ensure are in place.

- ✓ Set out your curriculum. Refer to our curriculum guide.
- ✓ Planning needs to then be in place with clear LO and success outcomes focused on the whole child.
- ✓ Planning should flow in sequence without any time stipulated within the planning. This removes pressure because we cannot put a time limit on learning.
- ✓ Consider 'Mastery' learning. We want to ensure that all pupils will achieve, it just won't necessarily look the same in every child or group of learners.

What do we mean
by 'assessment of
the whole child'?

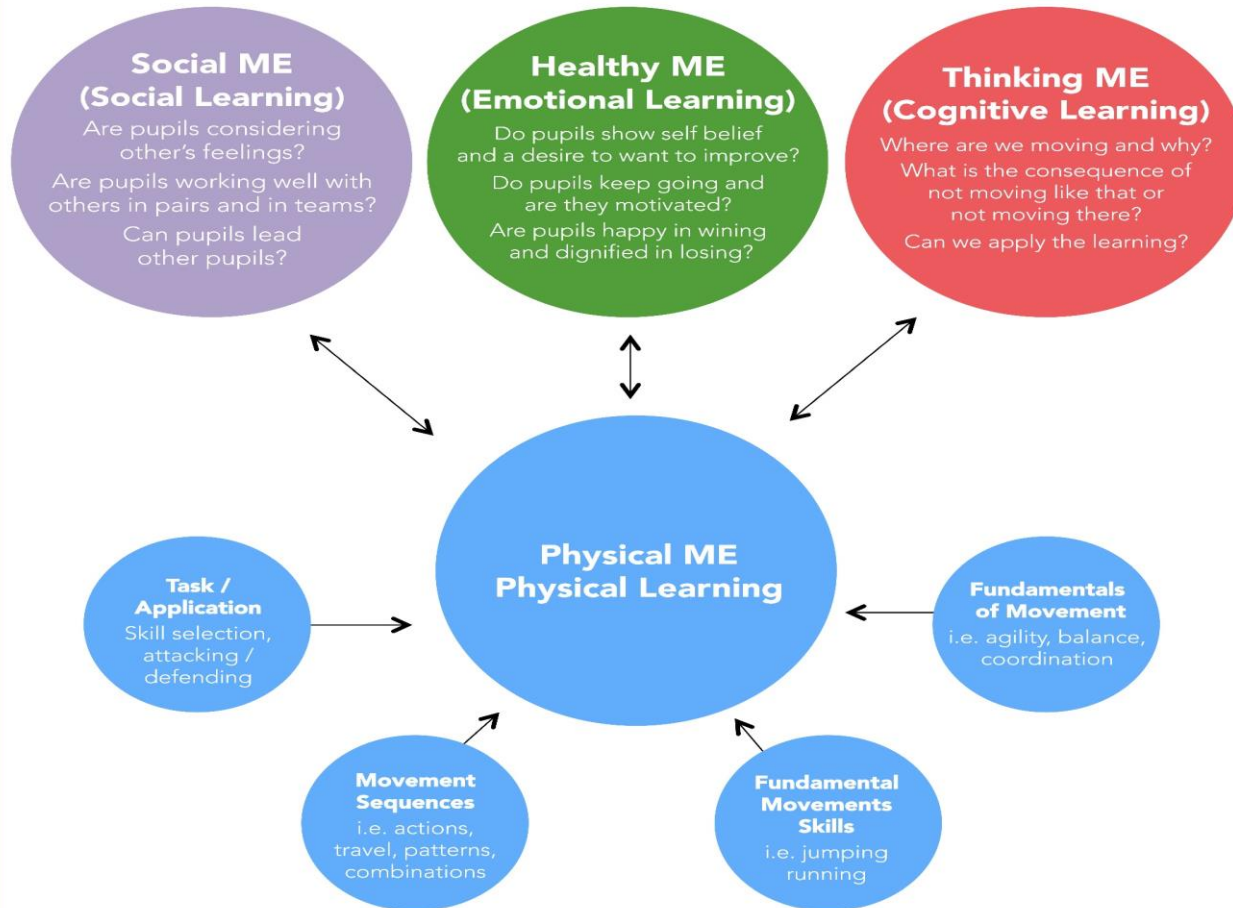


Assessment and
Celebration of the
whole child



Curriculum Mapping: Section 3 Implementation

Implementing the development of the whole child



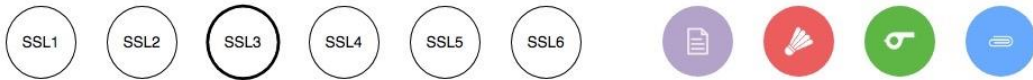
The entire Physical Education provision can drive the personal development of all pupils IF we are developing the whole child through High Quality Physical Education.

Personal Development

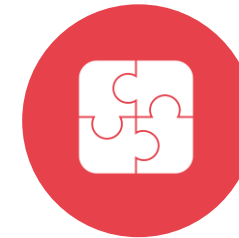
Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- ✓ The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- ✓ The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- ✓ At each stage of education, the provider prepares learners for future success in their next steps
- ✓ The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The curriculum and the provider's wider work support learners to **develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.**



Develop passing and moving			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>The focus of the learning is to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence.</p>	<p>How do we pass in netball?</p> <p>What is the consequence in a game of an inaccurate pass?</p> <p>Why do we not stand behind the defender when finding a position to receive the ball?</p> <p>Where should we stand to receive the ball?</p> <p>How are we going to pass and move to get the ball into a suitable place to score?</p> <p>Where is a suitable place to shoot from?</p> <p>When we have possession of the ball what is our role?</p> <p>How can we win the ball back if you lose possession?</p> <p>What do we need to do to win the ball back?</p>	<p>5v1: Against a defender </p> <p>Attackers v defenders (5v1 or 4v2) re-visit in the form of a 'show what you know' assessment (opportunity when pupils warm up).</p> <p>Pupils start at an appropriate point based on their learning; 4v2, progressing to 3v3. Ability set the group to add appropriate challenge and pace.</p> <p>Endzone Netball (3v3) </p> <p>Pupils apply their developing knowledge and understanding of passing and moving with a clear objective to focus on. The aim of the game for the attacking team is to pass to a member of their team inside the endzone. The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone. Pupils can only use chest passes to pass the ball, allow overhead passes when shooting.</p>	<p>(P) In teams are pupils able to pass around the defender using chest passes? </p> <p>(P) Can pupils outwit their opponents and keep possession of the ball? </p> <p>(P&C) Do pupils demonstrate physically and cognitively that they understand where we pass a ball and why? </p> <p>(C) Can pupils apply an understanding of passing and moving to score points against another team? </p> <p>(C) Do pupils understand the difference between attack and defence? </p> <p>(S) Can pupils play by the rules? <i>Respect</i> YST MY PB</p> <p>(W) Are pupils succeeding and enjoying keeping possession? <i>Self-Motivation</i> YST MY PB</p> <p>(W) Do pupils show confidence when passing the netball? <i>Resilience</i> YST MY PB</p> <p>(P) Are pupils able to pass and move accurately and consistently? </p>



PE should include physical, cognitive, social and emotional outcomes

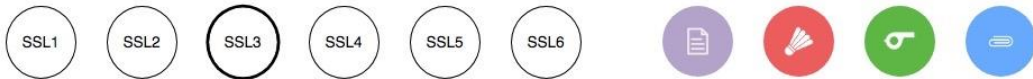




By celebrating and assessing learning across all four domains we can promote 'Mastery' learning.



If we are celebrating the whole child, all of our pupils will succeed in the positive learning environment we have created

At each stage of education, the provider prepares learners for future success in their next steps.



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High Quality PE will naturally encourage the development of life skills through the cognitive, social and emotional elements of learning.

By educating children to understand and implement life skills such as respect, resilience, self motivation and creativity, we are preparing children to be successful in anything they want to do in later life.

Why is it important
to assess and celebrate
learning across all
four domains?





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Foundation : Ball Skills : Hands : Hands 2

SSL1 SSL2 SSL3 SSL4 SSL5 SSL6

Explore throwing

Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
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Pupil Observations and Assessment	Click here to make notes		
EYFS	KS1	Lower KS2	Upper KS2

- High Quality PE naturally develops physical skills and competencies.
- These physical skills can be taught, learnt and then applied across a broad range of activities as you shape your curriculum.
- High quality PE will also inspire and motivate pupils to want to seek a healthy active lifestyle in later life.



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completeperesource.com/porta/UnitLibrary/PreviewUnitLibrary

Year4 : Gymnastics : Bridges : Bridges

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SSL1 SSL2 SSL3 SSL4 SSL5 SSL6

Developing sequence ideas with bridges

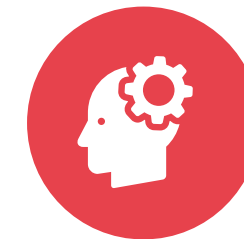
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
The focus of the unit is to move over and under individual bridges on apparatus. These ideas will be used for sequences.	How can we move like excellent gymnasts? How can we move like excellent gymnasts? Can we apply extension to our movements / balances? Can we apply extension to our movements / balances? What different parts of our bodies can we move on? What different parts of our bodies can we move on? What different parts of our body can we use to make bridge balances? When we make bridge balances, how can we make them more interesting? Can pupils explain why certain movements / balances are interesting? Can we identify and make suggestions for improvements to those that are not? Can we ensure that the way we move over or under our partner's balance is interesting and challenging? Can we explain why? Can we make improvements to our partner work? Can we make improvements to our partner work? How could we move over or under our partners' bridge balances? How could we move over or under our partners' bridge balances? What ways can we use the apparatus? What ways can we use the apparatus?	Show what you know about... How can we move like excellent gymnasts? Can we apply extension to our movements / balances? What different parts of our bodies can we move on? What different parts of our body can we use to make bridge balances? When we make bridge balances, how can we make them more interesting? Can pupils explain why certain movements / balances are interesting? Can we identify and make suggestions for improvements to those that are not? Can we ensure that the way we move over or under our partner's balance is interesting and challenging? Can we explain why? Can we make improvements to our partner work? Can we make improvements to our partner work? How could we move over or under our partners' bridge balances? How could we move over or under our partners' bridge balances? What ways can we use the apparatus? What ways can we use the apparatus?	(1) Can pupils make... (2) Can pupils make their movements excellent? (3) Can pupils create individual bridge balances? (4) Can pupils create movements over or under their partners' bridge balances? (5) Can pupils make movements over or under their partners' bridge balances excellent? (6) Can pupils make balances excellent? (7) Is there evidence of interesting gymnastics? (by the way make different levels and different pieces of apparatus) (8) Do pupils understand why certain movements and balances are excellent? (9) Can pupils identify strengths and weaknesses in their own and others' performances? (10) Are pupils collaborating effectively with their partners? (11) Are pupils collaborating effectively with their partners? (12) Are pupils respectful when giving and receiving feedback? (13) Are pupils respectful when giving and receiving feedback? (14) Do pupils explore a variety of ways to make bridges? (15) Do pupils explore a variety of ways to make bridges? (16) Do pupils move with accuracy and fluidity over or under their partners' bridge balance? (17) Is there evidence of fluidity in pupils performances? (18) Is there evidence of fluidity in pupils performances?

- By encouraging pupils to find a sport, activity, area of learning that they can enjoy, we know we are meeting everyone's needs.
- The national curriculum invites schools to design a provision, that best suits the needs of their pupils.
- We can then celebrate physical learning across a broad range of contexts.



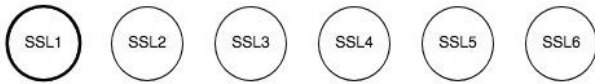
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Pupil Observations and Assessment	Click here to make notes		
EYFS	KS1	Lower KS2	Upper KS2

- If we can give Physical Education a clear purpose and integrate key questions that align with the context and purpose, we can develop pupils cognitive understanding of the learning.



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- High Quality PE will naturally encourage life skills such as concentration, creativity, imagination and evaluation.
- All contexts will align better with cognitive life skills, e.g. imagination and creativity in Dance, also applies in games as pupils consider how to outwit opponents. Decision making is happening constantly throughout all PE contexts.



Benches and mats challenge			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.</p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member?</p> <p>Why do we need every team member to participate in order to win?</p> <p>What strategies and tactics can we use?</p> <p>Are we thinking about our ideas collectively?</p> <p>Why do some teams win and some teams lose?</p> <p>Who is creating ideas? Are pupils ideas successful? If so why are they successful?</p> <p>What do we mean by being responsible? What are our responsibilities?</p> <p>What are the consequences of not collaborating effectively?</p> <p>What is the best choice of equipment to cross the river? Why is this the best choice of equipment?</p>	<p>Before the practical lesson begins, discuss with the class about what makes an effective team. What makes an effective team member? Why do we need to work and cooperate as a team.</p> <p>Cooperation Challenge 1 </p> <p>Split the class into 4 teams with each team standing on a bench. The challenge is for them to arrange themselves in height order tallest to smallest. If a team member touches the floor they must restart the challenge. How are they going to work as a team to arrange themselves in order? Let them explore the challenge. Once all the teams have finished discuss what happened and the strategies used. Let them have a second go. Which is the most effective team?</p> <p>Cross the River Challenge </p> <p>In equal teams the challenge is to cross from one side of the hall to the other (the river), using 2 pieces of equipment without any part of their bodies touching the floor. If they touch the floor they must restart the challenge. Each team is given a choice of either using 2 mats or 2 benches or 1 mat and 1 bench. Can they cross the river in under 5 minutes? Once they have either completed the challenge or time has elapsed discuss why some teams were successful and some were not. Do teams want to change equipment choice? If so why? Which team was the most effective? Can teams cross the river in under 5 minutes after they have discussed a new strategy?</p> <p>Cross the River and Back Challenge</p> <p>Increase the distance each team has to travel. Can they travel across the hall and back in under 5 minutes?</p> <p>Cross the River and Back Competition</p> <p>Which is the quickest team? Racing against each other, which team can cross the river the quickest? Why did they win? What was their strategy?</p>	<p>(P) Can pupils keep their balance when using the apparatus?</p> <p>(C) Can pupils identify the attributes of a successful team? </p> <p><i>Resilience</i></p> <p>YST MY PB</p> <p>(S) Can pupils co-operate as part of a team? </p> <p><i>Cooperation / Team</i></p> <p>YST MY PB</p> <p>(S) Working within a team, can pupils complete the challenge? </p> <p><i>Cooperation</i></p> <p>YST MY PB</p> <p>(S) Can pupils include everyone and take responsibility for each other? </p> <p><i>Cooperation</i></p> <p>YST MY PB</p> <p>(S) Can pupils explain how they feel when working as part of a team? </p> <p><i>Communication</i></p> <p>YST MY PB</p> <p>(W) Do pupils show leadership attributes? </p> <p><i>Responsibility</i></p> <p>YST MY PB</p> <p>(P) Can pupils cross the river quickly?</p> <p>(C) Are pupils able to think tactically and suggest good ideas for completing the challenges? </p> <p><i>Resourcefulness</i></p> <p>YST MY PB</p> <p>(S) Do pupils take responsibility for others and lead the group</p>

- Whether pupils are learning individually or within a team, social learning is essential.
- Peer assessment, feedback, playing against an opponent, working within a team or with a partner will naturally see pupils learning socially. Its up to the teacher to support these social skills and development them in line with the individual pupil's needs.
- Essential life skills such as communication, respect and empathy are all life skills that young people need to be able to apply in later life.





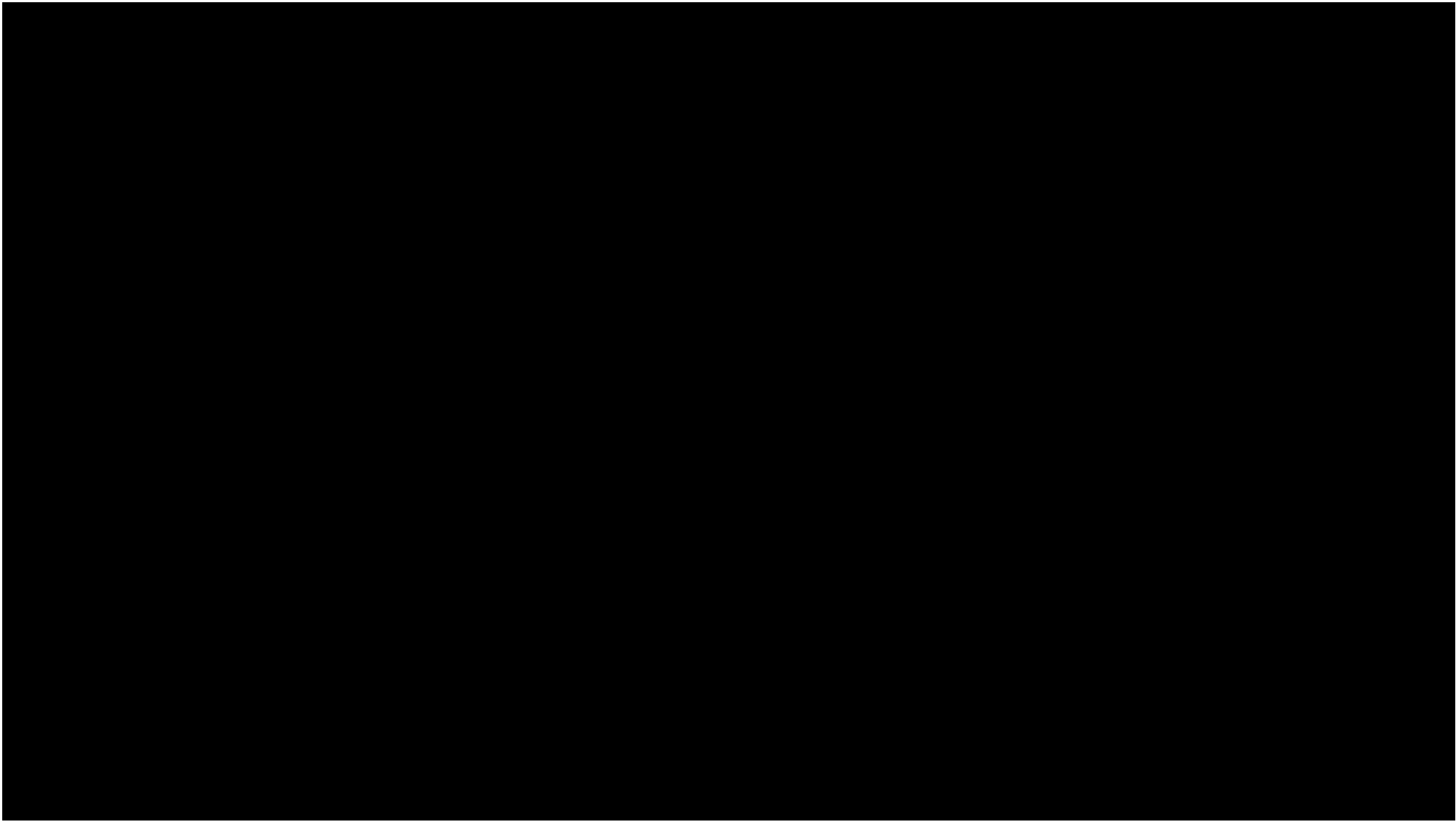
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- By placing importance on the value of trying your best and not giving up, creates a positive learning environment.
- Emotional learning really allows us as teachers to focus on the individual pupil's needs.
- By celebrating and assessing learning such as self belief and honesty, we build character in our pupils and enable them to develop determination and integrity.

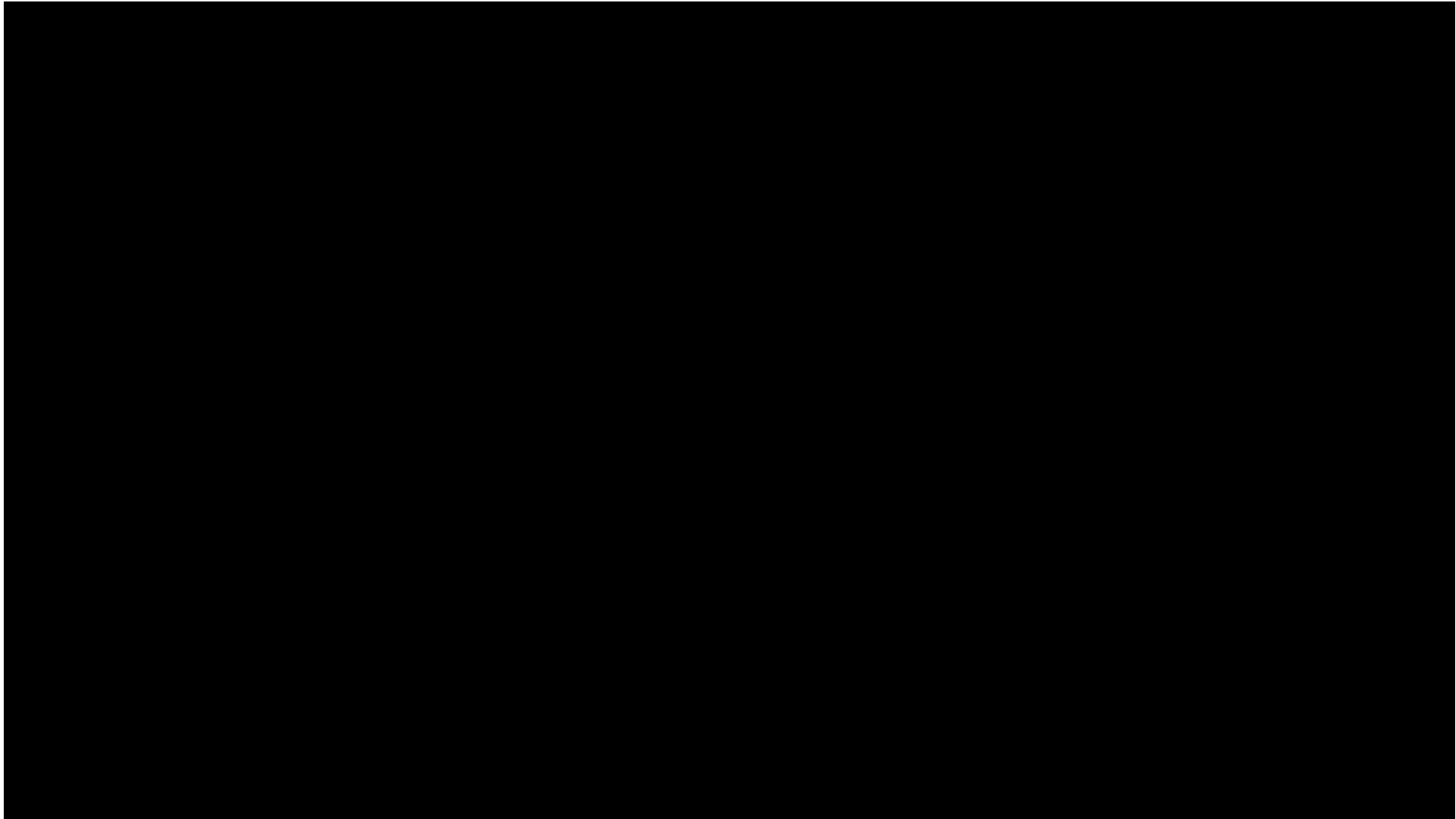
What can happen if we
focus on tasks and just the
'physical'







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So how we can
assess and celebrate the
whole child?





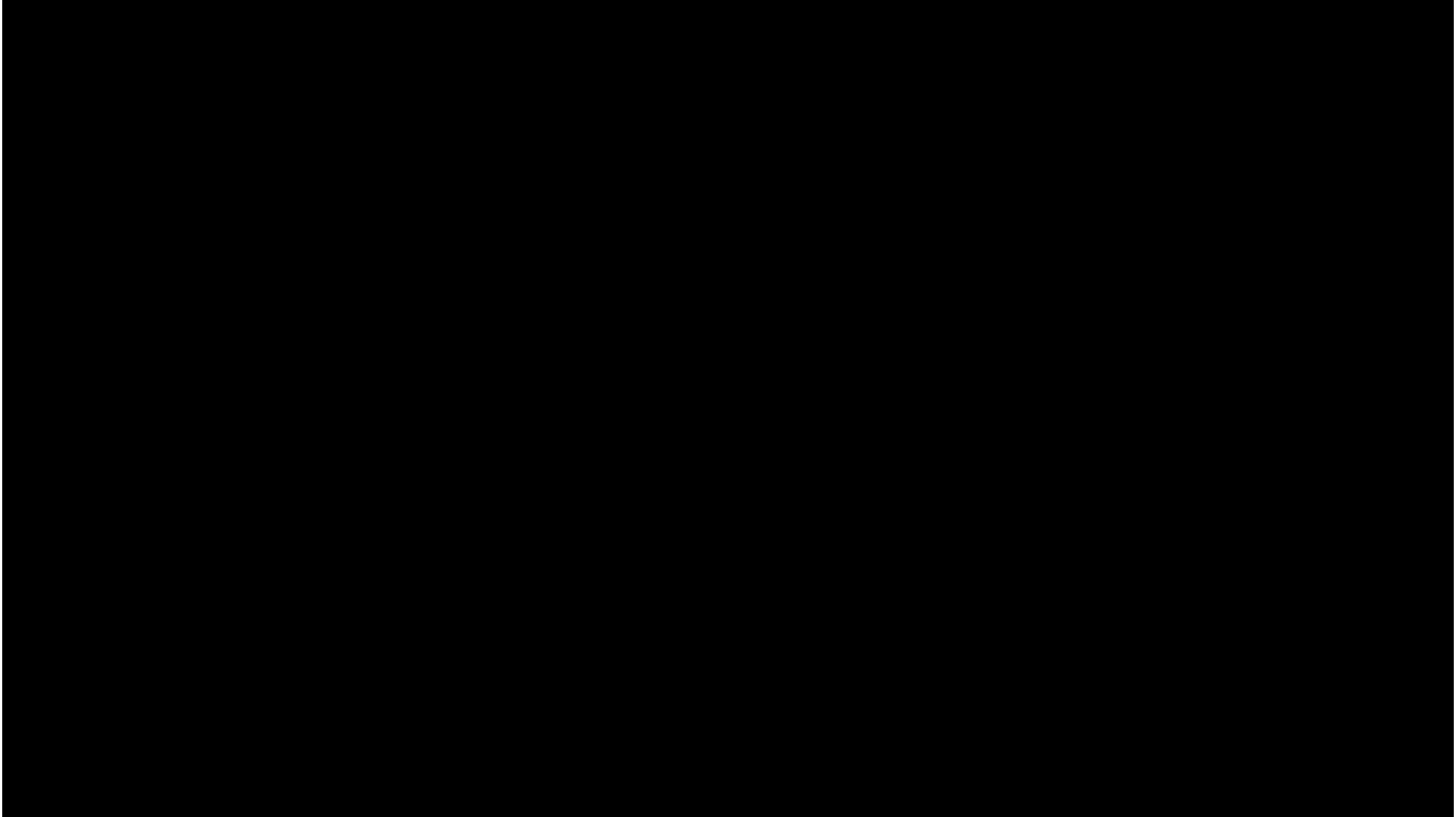
Assessment of the whole child:

- It is made clear to pupils the 4 different ways they can be successful and become a 'champion'.
- This is where the assessment process starts.

High Quality PE:

- Pupils are initially encouraged to show what they know as an opportunity to 'diagnose' the initial assessment, which doubles up as the warm up.





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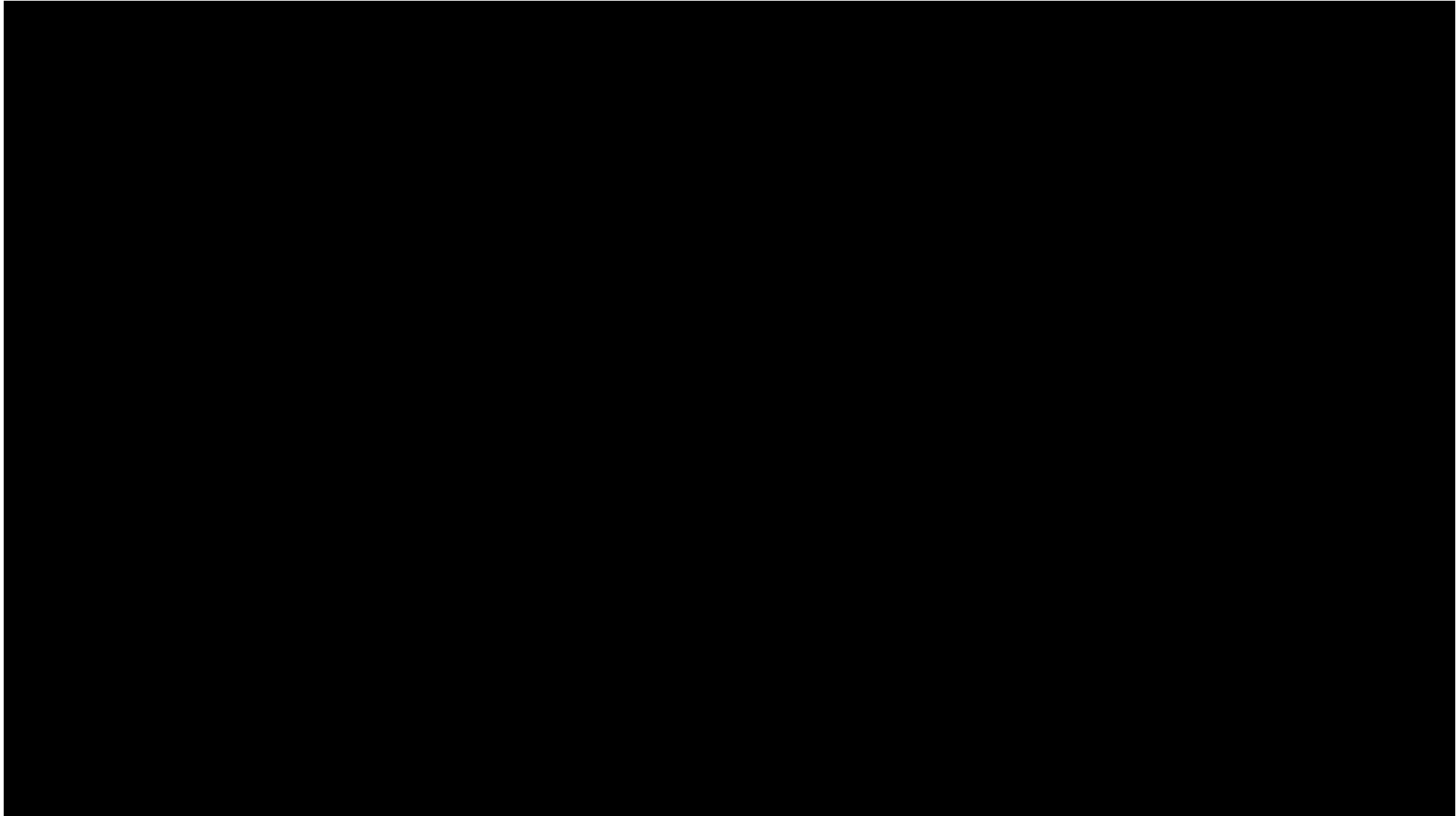
Assessment of the whole child:

- Cognitive learning starts to be assessed and celebrated

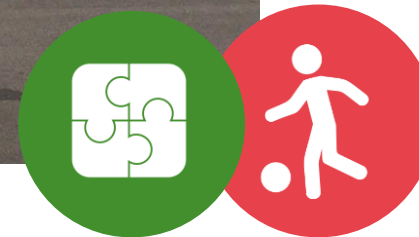
High Quality PE:

- The demonstration is used to start to highlight how pupils can be physically successful and begins to integrate the application and understanding of this.
- Demonstrations must have a purpose and link to the purpose of the learning.





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Assessment of the whole child:

- Cognitive learning continues to be assessed and celebrated

High Quality PE:

- The demonstration is necessary as some pupils were not moving into spaces.
- Demonstrations must have a purpose and link to the purpose of the learning.



Assessment of the whole child:

- Successful learning continues to be assessed and celebrated.
- Reinforcing the success outcomes through feedback allows pupils to be reminded of how to be successful.
- Learning continues while assessments occur, we don't have to always stop the pupils.

High Quality PE:

- Feedback is detailed, and aligns with the purpose and the success outcomes.
- The challenge has been extended further. Pupils are now applying their understanding with a problem to solve.



Assessment of the whole child:

- Continued assessment with physical and cognitive outcomes celebrated.
- Celebration through feedback and bibs

High Quality PE:

- The questions asked are in context.
- The challenge is then further extended to align with the context.
- Pupils are encouraged to find the solution to the problem themselves.
- The pupils are challenged to show the answer, not tell. Promoting activity.

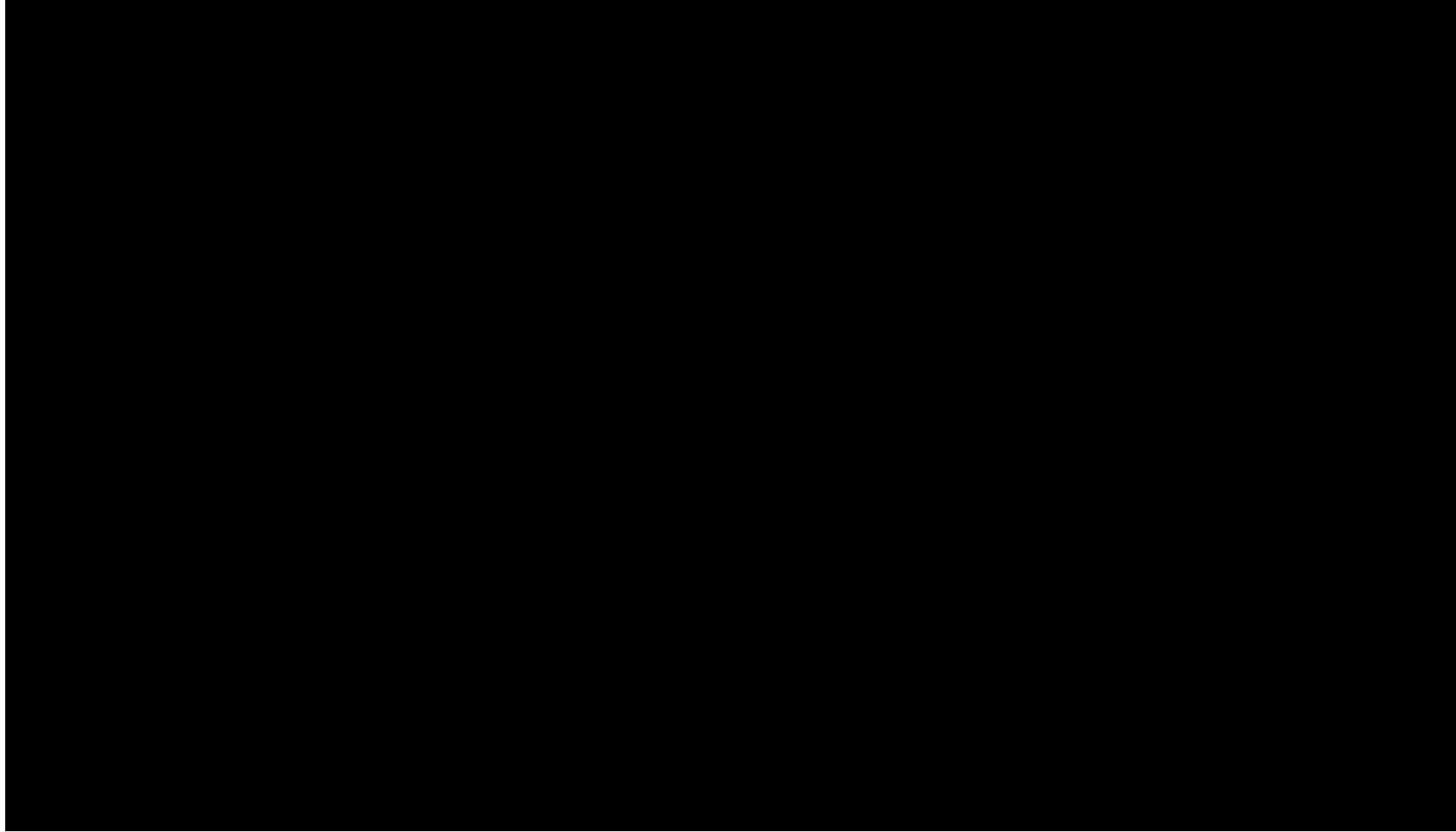


Assessment of the whole child:

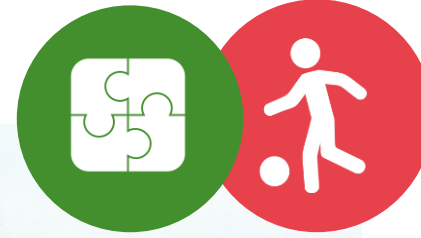
- Continued assessment with emotional learning once again celebrated.
- Social learning is introduced as pupils are encouraged to consider being 'good' team mates.

High Quality PE:

- Time is given to pupils to continue to learn.
- The idea of focusing on running out of the area is used as this was a mistake being made by pupils. It can be such a powerful learning opportunity, rather than just asking them to stay in the area. This aligns with the purpose



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Assessment of the whole child:

- Success focuses on one life skill.
- This works really well if this life skill is necessary before other elements of learning can be developed.
- This success is then celebrated throughout.

High Quality PE:

- Pupils allowed to 'show what they know'
- You can see some pupils immediately 'learn' from others.
- Diagnostic assessment reveals some have great ideas.
- Using pupils' ideas we can then begin to model and teach the gaps, differentiating the task. Contextual questions are asked.



Assessment of the whole child:

- Feedback and praise encourages self belief/trying hard.
- Pupils rewarded when success is seen and demonstrated.

High Quality PE:

- The learning is progressing physically as they master moving with a basketball.
- The learning is in context as pupils have to keep the ball away from the other team. Understanding the consequences of not.
- This is already introducing and applying the basic principles of attack vs defence as per the national curriculum for KS1.



The teacher explains that the focus is physical and emotional.



Pupils are challenged develop their physical stamina and mental resilience (emotional learning).



This time the teacher is going to celebrate learning using the bib method*
*more on this later



Pupils are celebrated when they show physical stamina with a green bib and a purple bib when they show resilience to keep going



Teachers should choose to focus on personal skills that align with the needs of their pupils.



We have seen the bib method being used in these clips to formatively assess and celebrate the development of the whole child.

What other methods are there?

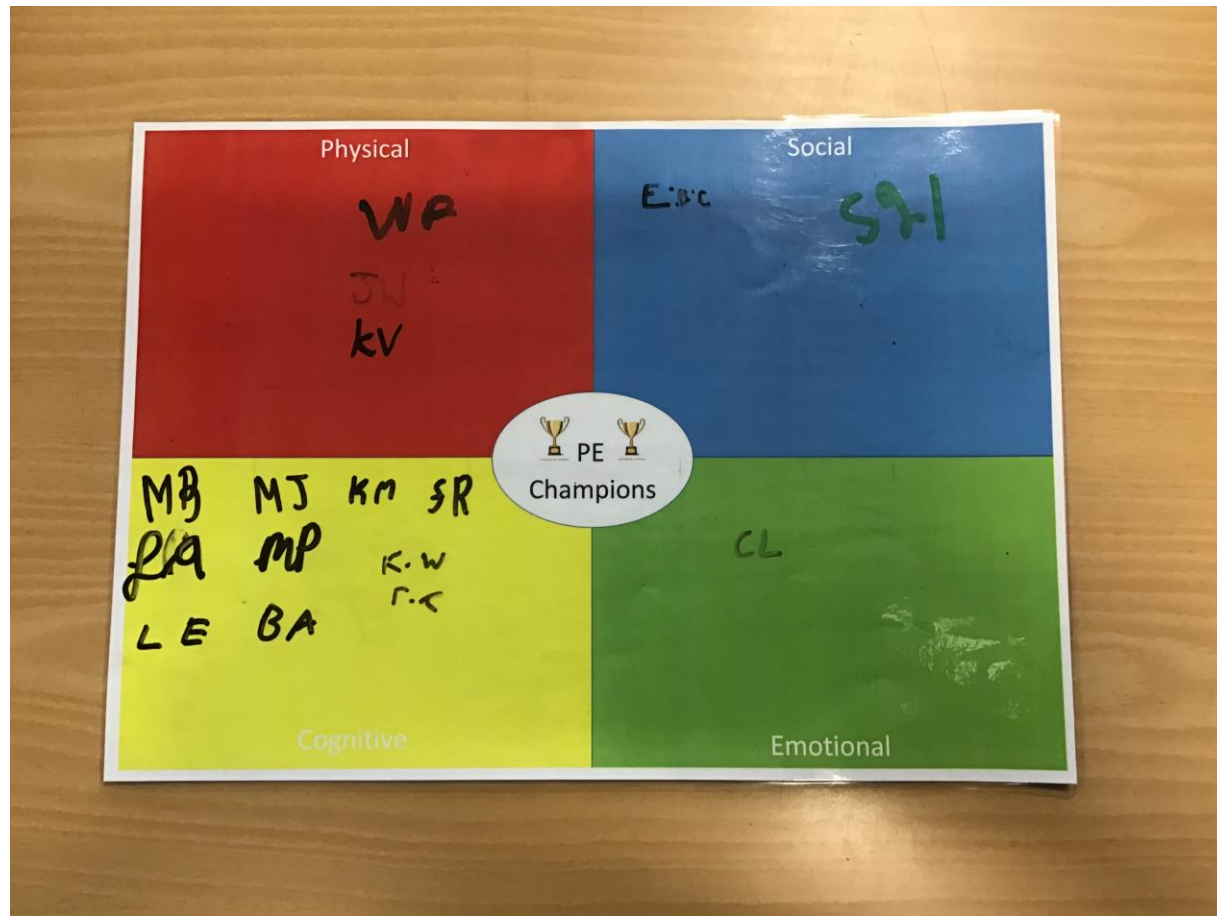
How can we make
this work if
we do not want to
use bibs?

- Consider using stickers.
- Pupils could have their own white boards*/paper and pen to record their own physical, cognitive, social, wellbeing points.

*Whiteboard/pens need to be cleaned after use.

- Teacher uses a central white board or flip chart and records for each pupil.
- Focus on a life skill and reward points for that particular focus, for example determination.

How can we make
this work if
we do not want to
use bibs?



An alternative
that works very
effectively with
KS2 particularly



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Complete P.E. and
MY Personal Best can
support
you to bring this to life in
your setting





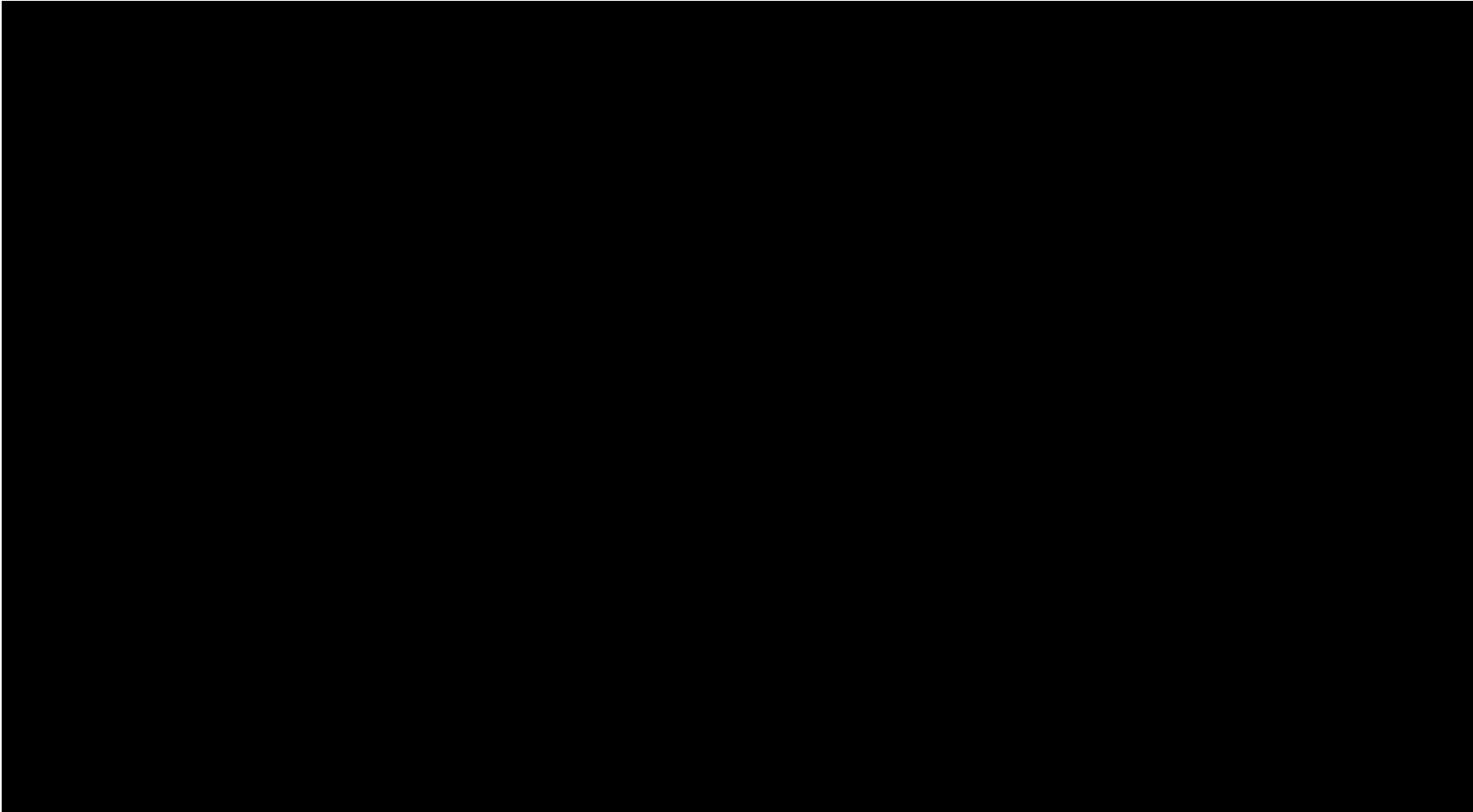
Success is physical (P) cognitive (C) social (S) and emotional /wellbeing (W)

We should assess and celebrate learning across all 4 domains

Develop and challenge life skills through PE

Explore throwing			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Pupils will start to learn why we need to aim when we are throwing.</p>	<p>How many different ways can we throw?</p> <p>Where do we throw?</p> <p>Why do we throw?</p> <p>Describe how we throw.</p> <p>How do we aim?</p> <p>Why do we aim?</p> <p>Describe how we aim.</p> <p>What does the word, 'accuracy,' mean?</p> <p>Why do we need to be accurate when throwing the beanbag?</p>	<p>Show What You Know Ask pupils to show you the different ways that they can throw a beanbag. Can pupils throw the beanbag underarm? Can pupils throw the beanbag overarm? Can pupils throw the beanbag in different directions?</p> <p>Bullseye </p> <p>Explore different ways of sending (throwing) a beanbag towards a target. Each pupil has a beanbag and a target (hoop or a cone.) How many different ways can pupils throw the beanbag towards the target? Each time a pupils' beanbag hits the target they shout, 'bullseye,' and score a point. Ask pupils to describe the way they found the most successful way to throw. What happens if we take a step back? Does this change the way we throw?</p> <p>Bullseye: Ready Steady Aim Structure the game as above. Encourage pupils to point (aim) their non-throwing arm towards the target. Ask pupils why we need to aim when we are throwing. Explain to pupils that they need to look at and concentrate on the target. Can pupils tell you any sports where they need to throw a small ball?</p>	<p>(P) Can pupils throw a beanbag with their dominant hand? </p> <p>(C) Can pupils focus on the target? Concentration YST MY PB</p> <p>(S) Can pupils play by the rules? Fairness YST MY PB</p> <p>(W) Can pupils throw a beanbag with increasing control? </p> <p>(P) Can pupils throw a beanbag with control? </p> <p>(C) Do pupils understand the meaning of, 'control?' </p> <p>(C) Do pupils understand the meaning of, 'aiming?' </p> <p>(S) Do pupils listen to others ideas? Empathy YST MY PB</p> <p>(W) Do pupils keep trying even if they are missing? Self Belief YST MY PB</p>
Pupil Observations and Assessment	Click here to make notes		
EYFS	KS1	Lower KS2	Upper KS2





- In partnership with the Youth Sport Trust we have fully integrated the MY Personal Best resource into the sequences of learning. Using the MYPB resources, teachers can understand how to personalise learning and challenge the personal development of the whole child.
- The life skills are linked to the success outcomes and provide clarity and structure for teachers to take 'deeper dives' into the life skills that are relevant within the Physical Education lesson.



For further
support and guidance

For more information and support contact,
Catherine Fitzpatrick
catherine@completeperesource.com



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