

For our PE assessment, we follow the layout provided by AVSSP which includes both a “think” and “feel” category of assessment. The paperwork looks something like this.

THINK

THINK	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
Reception	Can understand rules within an activity	Can identify the ABC's relating to movement	Can identify an effect of exercise on the body	Can identify that food gives us energy	Can identify that the body has different parts	Can play to win
Year 1	Can identify rules and scoring within an activity	Can identify the ABC's relating to a sporting movement	Can identify some effects of exercise on the body	Can identify that the more energy we use the more we have to replace	Can identify that the body has muscles/bones	Can identify the difference between participating and competing
Year 2	Can assist with scoring an activity	Can describe the ABC's relating to movement	Can identify why our bodies sweat and how this affects our need for water	Can identify that it is important to eat a balanced diet	Can identify large muscles/bones and small muscles/bones	Can identify different ways to improve the chances of winning in an activity
Year 3	Can assist with enforcing rules for an activity	Can describe the ABC's relating to sporting movement	Can describe what happens to our heart rate when exercising	Can identify that different foods affect us in different ways	Can identify the name of a muscle/bone in the body (e.g. rather than legs = quadriceps)	Can identify with what a tactic is
Year 4	Can score an activity	Can actively show an understanding of the ABC's	Can identify the role of the heart when exercising	Can identify that the more energy we consume, the more energy we have to use	Can identify that muscles and bones are used to help us move	Can identify a tactic for an individual activity
Year 5	Can enforce rules for an activity	Can identify the correct technique for a sporting movement	Can describe what happens to our heart rate when exercising and how this affects our pulse	Can identify the dangers of over consumption of certain foods and drinks (energy drinks)	Can identify the effect of exercise on muscles	Can identify a tactic for a team
Year 6	Can lead the scoring and officiating for an activity at the same time	Can prescribe another child with the correct technique for a sporting movement	Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness	Can identify the importance of certain foods to aid activity	Can describe how muscles get stronger	Can prescribe a tactic for an individual activity
Year 7	Can lead the scoring and officiating for a sports match at the same time	Can improve another child's performance by prescribing correct technique for a sporting movement	Can describe how the body changes during exercise	Can identify a healthy meal for an athlete and why?	Can describe the dangers to muscles of exercise if the body is not prepared properly	Can prescribe a tactic for a team activity

FEEL

FEEL	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being Active	Leadership
Reception	Can identify whether they have won or lost an activity	Can listen to instructions during an activity	Can identify that being active is fun	Can take part in an activity without falling out with other children	Can identify that being active is good for you	Can confidently take part in a led activity
Year 1	Can identify that trying to win is important	Can identify how to handle equipment during an activity	Can identify that being active can help to feel happy	Can take turns without any problems during an activity	Can identify the importance of being active	Can confidently assist with scoring an activity
Year 2	Can identify that it is good to win, but trying your best is more important	Can identify how to respect other children during an activity	Can identify positive feelings when taking part in activity	Can join teams without any problems during an activity	Can describe one reason why it is important to be active	Can confidently assist with scoring various activities
Year 3	Can adopt a positive attitude to winning	Can show care of towards equipment being used in an activity	Can show behaviour that helps to make activity fun	Can encourage other children during an activity	Can identify the dangers of being inactive	Can confidently lead the scoring of an activity
Year 4	Can adopt a positive attitude to losing	Can share ideas and listen to other children's ideas during an activity	Can show enthusiasm and a 'have a go' attitude to make activity fun	Can encourage other children during a competitive situation when losing	Can describe one danger of being inactive	Can confidently lead the scoring of various activities
Year 5	Can identify positive role models for winning and losing either teams or individuals	Can show respect for an opposing team or individual in a competitive activity	Can celebrate the achievements of themselves and others within an activity	Can congratulate the opposing team when defeated in an activity	Can describe why it is important to be active	Can confidently assist the leading of a warm-up activity
Year 6	Can identify examples within an activity of positive reactions to both winning and losing	Can show a respectful manner towards all people when taking part in an activity	Can identify ways of including others in an activity	Can take the lead for a team in a competitive situation	Can describe dangers of being inactive	Can confidently lead a warm-up activity
Year 7	Can describe and acquire a positive attitude to both winning and losing in a sporting activity	Can show a respectful manner towards all people when taking part in a competitive activity	Can identify how sporting activity can be used to bring down social barriers	Can regularly show sportsmanship characteristics during competitive activity	Can prescribe activity to help an individual become more active	Can confidently assist the coaching of a small group activity

Your child's coach will have an assessment sheet that provides an overview of the objectives through the term like this example which is taken from the Year 6 guidance for Athletics.

Athletics DO	Week 1 Introduction	Week 2 Running	Week 3 Jumping	Week 4 Throwing	Week 5 Team Races	Week 6 Match Up!
Reception	Identify children's current understanding of the topic	Demonstrate the difference between running and walking	Demonstrate the difference between jumping, hopping and skipping	Throw different sized objects for distance	Start and finish in a team race	Take part in an athletics event
Year 1	Identify children's current understanding of the topic	Demonstrate the difference between running, jogging and walking	Jump for distance and height	Throw different sized objects for distance and height	Take turns quickly in a team race	Take part effectively in an athletics event
Year 2	Identify children's current understanding of the topic	Run demonstrating acceleration and deceleration	Jump using arms and legs to give body swing	Throw an object with accuracy	Take turns swapping object in a team race	Compete (trying to win) in an athletics event
Year 3	Identify children's current understanding of the topic	Demonstrate effective running for a short race and long race, showing a difference between them	Jog into an effective jump	Throw an object for distance with accuracy	Take turns quickly swapping an object in a team race	Compete (trying to win) in various athletics events
Year 4	Identify children's current understanding of the topic	Run with a full stride to achieve maximum speed	Jog before hurdling over an object effectively	Throw an object for distance and height with accuracy	Take turns in a relay race by receiving an object from behind	Compete (trying to win) as part of a team
Year 5	Identify children's current understanding of the topic	Run a race showing an understanding of pacing the run	Run before hurdling over an object effectively	Throw an object using the whole body	Take turns in a relay race by receiving an object from behind whilst moving forwards	Compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)
Year 6	Identify children's current understanding of the topic	Start and finish a race with technique	Link hopping, skipping and jumping	Throw an object demonstrating a follow through technique	Take turns in a relay race by receiving an object from behind whilst running forwards	Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)
Year 7	Identify children's current understanding of the topic	Compete and finish well in a race against children of the same age	Compete and finish well in a jump event against children of the same age	Compete and finish well in a throwing event against children of the same age	Compete and finish well in a relay race against children of the same age	Compete and succeed in various athletics event both as a team and individual (degree of success, noted by positioning in events against those of similar physical development)

DO	ATHLETICS	THINK	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE	FEEL	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE
Input + and – only. Example Jonny is emerging (J.S -)		Assessing for understanding if shown understanding input initials		Assessing for understanding if showing understanding input initials	
Week 1: Introduction	"General notes on ability"	Week 1:		Week 1:	
Week 2: Running		Week 2:		Week 2:	
Week 3: Jumping		Week 3:		Week 3:	
Week 4: Throwing		Week 4:		Week 4:	
Week 5: Team Races		Week 5:		Week 5:	
Week 6: Competition		Week 6:		Week 6:	