

THE IMPACT FACTOR

RESOURCE GUIDE

P.E. & SPORT ASSESSMENT Participation and Achievement Tracker (PAT)



Helping Primary Schools measure, track and report pupil's participation and achievement in physical education

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'Methods of assessment are determined by our beliefs about learning'

Dietel, R.J, Herman, J.L, Knuth, R.A. 1991

Introduction

Due to the success and on-going use of this resource in Cumbria, together with recent requests from schools wider afield, I have decided to make the PAT (Performance and Achievement Tracker) available nationwide. I do this with some trepidation.

An important part of the original package was a requirement for school representatives to attend a half-day workshop to outline the rationale for the resource design and explain how the spreadsheets worked. This ensured corporate ownership of the resource, in which I am a firm believer. Workshop attendance was a major reason for the success of the tracker. (100% uptake from schools that did not already have a whole school assessment system in place). In removing the workshop element, I hope subject leaders will take time to read this manual cover to cover and provide the necessary instruction to all their class teachers. In addition, for schools wishing to purchase the PAT, I can provide power point slides from the original workshops and twilight sessions. These will assist subject leaders in running their own school-based training.

Class teachers like the simplicity and flexibility of the IT resource. They welcome the structure for helping them identify learning objectives to support their planning. Subject leaders like the way information from classes across the school self-populates in the summary sheet.

Unlike most other programmes there is no requirement to pay an annual licence. The resource is available for a one-off fee with 5% of any sale going to the Magic Breakfast charity.

There is no obligation of course to purchase the PAT as a result of viewing this manual. If you are interested please feel free to contact me by email ihowardtodd@yahoo.com or visit my Facebook page [facebook.com/ihowardtodd](https://www.facebook.com/ihowardtodd)

Some minor changes have been introduced that reflect the most recent Government Schools Sport and Activity Action Plan (Published July 2019). The tracker can now be ordered to match school entry numbers. (One, two or three form entry).

I have included feedback from some schools in Cumbria that attended the workshop and currently use the resource.



I Howard Todd

"I like the way that it is a simple process and it can be realistically used to share information between staff"

"Will fit well with current system and makes sense of data given to us by coaches"

"A fabulous and worthwhile workshop; teaching and learning focused"

"As a coach, not a teacher I feel it would be easy for me to use this within a school to assess PE learning"

"Nice to see a resource which helps with time management in tracking achievement and participation. Excellent value for money"

"Howard's enthusiasm is effective and catching, feeling inspired right now!"

"This model is comprehensive yet simple to use"

"Very well thought out and user friendly"

"Thank you for such an inspiring meeting and for producing such a wonderful resource"

Background

The original 'Impact Factor' workshops, (introduced in Cumbria in 2016), required schools to collect evidence of the difference that the Primary School Sport Premium made to pupils' standards, achievement and participation in physical education and sport.

This second resource, '**PAT**' – (**P**articipation and **A**chievement **T**racker) has been provided in response to requests from our primary schools, to offer them more structured guidance for collecting evidence of impact across all aspects of curricular and extra-curricular physical activity programmes.

Rationale

As with my first resource, learning outcomes are provided which are designed to be embedded within curriculum plans. Only by starting with 'the end in mind', can we ensure these tracking sheets are used in a 'formative' way. They will enable teaching and learning to be regularly adjusted to meet pupils' needs, rather than the sheets being used as part of a 'tick box' culture that could indicate only superficial coverage. It is my firm belief that **all assessment must primarily have a 'learning' rather than 'grading' intent.**

Any statistical data will be simply recorded and updated automatically. The intention will always be to use data to **help drive improvement for pupils and teachers** and to keep up with best practice externally.

Underpinning principles (not by priority)

The complete IT package aims to,

- > be easy to use and understand
- > track progress towards end of key stage expectations in the national curriculum
- > be sufficiently flexible to allow each school to adapt/adopt learning outcome statements to fit their curriculum model
- > allow pupils to contribute and receive feedback
- > provide measures that indicate progress across the primary years
- > include physical and mental health and nutrition outcomes
- > record extra-curricular participation
- > require each school to carefully study and embrace the contents of this manual thus ensuring corporate ownership
- > align with recent technology tools for learning
- > provide excellent value for money - no annual licence fee required.

Downloadable resource content

- > Seven excel spreadsheets to track measure and record stage/class **standards and achievement** (from Reception age to Year 6)
- > One excel spreadsheet to track measuring and record stage/class **participation** in physical activity
- > One excel spreadsheet, (for the subject leader only); that collects and summarises overall school achievement and participation.
- > A large bank of additional learning outcome statements from which to select those best suited to each class/school

In addition, the following support items

- > A printable version of this resource guide
- > Two templates to collect evidence from observations of activity and conversations with pupils
- > Colour 'band' descriptor of best fit statements

I have not included any additional advice or support for collecting evidence, or for reporting to parents. Pupils views are essential in any evidence gathering but colleagues told me specific strategies used could remain within the school domain.

I acknowledge the help received from primary schools across Cumbria that relate to this revised manual and its subsequent wider availability.

Overview of Downloadable Resource Content

Each school purchasing the resource receives all the spreadsheets electronically, as well as the bank of additional learning outcome statements, this manual, as PDF file, two templates to support the collection of evidence and one to assist with judgements on progress and achievement

A. ACHIEVEMENT

(1) PHASE/CLASS SPREADSHEETS - (for class teacher)

For planning, tracking and recording **standards and achievement** in **seven phases** across the primary years.

Each stage includes 29 appropriate learning outcome statements designed to cover the national curriculum programme of study. The statements are subdivided into four sections that describe the **physical, thinking, social and physical and mental health attributes** of each pupil. Each phase/class includes sufficient space to record the names of up to 34 pupils.

Phase/R (Early Years)
Phase/Year ONE
Phase/Year TWO
Phase/Year THREE
Phase/Year FOUR
Phase/Year FIVE
Phase/Year SIX

Class teacher only requires appropriate spreadsheet(s) with learning statements to cover their class. (Can also be printed as a single A4 sheet)

(2) SUMMARY SPREADSHEET - (for subject leader and senior management team)

This is the **first part** of a single spreadsheet that **self-populates** by collecting the data from all classes in a school. It updates automatically and provides the subject leader with a clear picture of **standards and progress** as pupils move through the school.

B. PARTICIPATION

(3) PHASE/CLASS SPREADSHEET - (for class teacher)

For planning, tracking and recording **participation** and **leadership** opportunities in physical activity in each class in the primary school.

Provision is made for recording pupils' involvement with **extra-curricular and community clubs, leadership and intra, inter and County Games (Level 3) competitions and beyond**.

Phase/R (Early Years)
Phase/Year ONE
Phase/Year TWO
Phase/Year THREE
Phase/Year FOUR
Phase/Year FIVE
Phase/Year SIX

Class teacher only requires one spreadsheet. (Can also be printed on a single A4 sheet)

(4) SUMMARY SPREADSHEET - (for subject leader and senior management team)

This is the **second part** of a single spreadsheet that **self-populates** by collecting the data from all classes in a school. It updates automatically and provides the subject leader with a clear picture of levels of **participation** in extra-curricular activity as pupils move through the school.

SECTION 1 – EXCEL SPREADSHEETS

Examples of Content and Layout

1. **Achievement Spreadsheet** for class teacher (one of seven that will be provided with IT package) - class teacher can save and print a copy at any time.
2. **Participation Spreadsheet** for class teacher - class teacher can save and print a copy at any time.
- 3 **Summary Spreadsheet (Achievement and Participation)** for subject leader only. **Do not** save this sheet as it updates automatically when data is added on class sheets. (It can be printed at any time).





SUBJECT LEADER SUMMARY SHEET - (EXAMPLE FOR THREE FORM ENTRY)

ACHIEVEMENT					PARTICIPATION																										
		% STARTING	% DEVELOPING	% ACHIEVING	% EXCEEDING	EXTRA CURRICULAR CLUBS								COMPETITION LEVELS						LEADERSHIP			COMMUNITY CLUBS								
						Intra-School				Inter-School				County	Leader/ Officer	Other/ Unifire	House Captain														
						1	2	3	4	5	6	7	Oth	1	2	3	4	Oth	1	2				1	2	3	4	5	6	Oth	
PHASE R	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
PHASE 1	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
PHASE 2	Class 1																														
	Class 2																														
	Class 3																														
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PHASE 3	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
PHASE 4	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
PHASE 5	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
PHASE 6	Class 1																														
	Class 2																														
	Class 3																														
	% TOTAL																														
SCHOOL TOTAL																															

DO NOT SAVE THIS SHEET AS IT WILL BE AUTOMATICALLY UPDATED AS NEW DATA IS ADDED FROM CLASS SHEETS

SECTION 2 – ADDITIONAL CONTENT

1. Unpicking Key Principles
2. Unpicking Key Features
3. Evidence of Achievement (I) – Activity Observation Template
4. Evidence of Achievement (II) – Pupil Conversation(s) Template
5. Colour Band Descriptors – ‘Best Fit’ Statements



1. Unpicking Key Principles

The detailed information below is closely aligned to the core principles identified by the **DfE Commission** on assessment without levels

- The **PAT** collects both qualitative (Achievement Spreadsheet) and quantitative (Participation Spreadsheet) data.
- Achievement is always important since children come to school to learn. With the publication of the **Childhood Obesity Plan** pupils' engagement with physical activity has risen in importance. As part of the healthy rating scheme, **schools are expected to plan at least 30 minutes of moderate to vigorous physical activity each day.**
- The **participation spreadsheet** builds up a picture of the level of extra-curricular engagement with physical activity for each pupil. It identifies those that exceed the expectation as well as those that are least active.
- All assessment criteria on the **achievement spreadsheet should be embedded within subject plans.** This will ensure they are used in a **formative** way and frequently referred to throughout the school year.
- The achievement spreadsheet can be updated at any time, although once per term should be sufficient. By the end of a school year it will provide a summative picture, - (a) of where each child is on their learning journey and - (b) any gaps or strengths in learning across each class.
- While the spreadsheets provide meaningful tracking towards the end of key stage expectations, this process remains of secondary importance. The real value comes in using the identified success criteria to **enhance teaching and learning.** It is for this reason a large 'bank' of additional outcome statements has been provided. The subject leader can use the 'bank' to extract appropriate statements to paste into the class spreadsheets, thereby **adapting the model** to suit the curriculum for their school. Alternatively schools are free to include their own outcome statements.
- I do not recommend using tracking 'judgements' when talking to individual pupils. The tracking system is a **management tool to aid the teacher.** However, a clear understanding of progress against the success criteria will prove useful in identifying next steps and in providing meaningful feedback to pupils.
- As day-to-day assessment, (formative), is most likely to promote high quality teaching and learning the package includes a template that can be used for collecting evidence and forward planning. It can be used before, during and after lessons via a touch screen or by using a hard copy paper and pencil approach. Arguably, this could be the most important part of the resource.
- Each class spreadsheet provides recordable measures showing comparison with expected standards and reflecting progress over time.
- Saving and dating the class sheet in a folder permits a measure of each pupil's progress over time.

2. Unpicking Key Features (meets latest Ofsted guidance)

The resource aims to be both **reliable** and **informative**, yet **not demanding** in the time taken to record information. It includes the following additional features.

- > The **PAT** is **simple** to understand and use, (2 linked spreadsheets cover a single age class). The summary sheet updates automatically when data is added, providing a clear picture for the 'whole school'.
- > Individual pupil performance is recorded in 4 'bands'.

- **STARTING** - **some** aspects secure (up to 25%)
- **DEVELOPING** - **many** aspects secure (between 26% & 69%)
- **ACHIEVING** - **most** aspects secure (between 70% & 85%)
- **EXCEEDING** - **all, or almost all** aspects secure (86%+)

Specific learning outcomes are provided against which attainment and progress can then be categorised. Starting points can be saved as a baseline and then used later to track progress across each year/whole school. This will be useful in demonstrating evidence to parents and Ofsted.

- > By including the small % measure of children in the 'exceeding' band, teachers will be encouraged to think about ways to challenge the most able.
- > Latest Ofsted framework requires inspectors to ask what leaders understand about progress and attainment, and will then say "let's see that first hand together."
- > Inspectors will consider the actions taken by schools in response to their understanding of progress and attainment with the impact of these actions.
- > Each year the teacher will be able to judge whether the children are on track to meet the national curriculum expectation

- > Recorded evidence should lead to further actions. This means that the information is being used in formative ways.

For example,

- **Discussion, questioning and justification for judgements.** - In which band does each pupil fit 'so far' this year? How does this compare with other classes in the Year? 'David is in the developing band because...' 'Sarah is achieving because...'
- **Analysis of curriculum coverage** 'so far' this year. Am I on track to cover the learning objectives identified? Are gaps appearing in learning across the class? Do I have the evidence to support my views?
- **What do I do next?** Are any pupils falling behind/speeding ahead? If so how do I manage the next steps in learning? Can I identify individual weaknesses/strengths as well as those demonstrated across the class? Can I use strategies used/seen elsewhere?

- > Learning outcomes are grouped under four headings to reflect National Curriculum expectations. They are

- **Physical Pupil** (56.7%) - (teachers said this was most important)
- **Thinking Pupil** (13.3%)
- **Social Pupil** (13.3%)
- **Healthy Pupil** (16.7%)

3. Evidence of achievement - activity observation

CLASS	YEAR	ACTIVITY	TEACHER
DATE(S) of observation	LEARNING OUTCOME(S) take focus from your spreadsheet	EVIDENCE OF LEARNING AS JOTTINGS/NOTES/TOUCHSCREEN USE ETC. (for groups, individuals, class. Include names and any individual band judgements [1-4] if appropriate)	OTHER video/photo - YES/NO

4. Evidence of achievement - pupil conversation

CLASS	YEAR	ACTIVITY	DATE	TEACHER
LEARNING OUTCOME(S) take the specific focus from your Excel spreadsheet		EVIDENCE OF LEARNING AS JOTTINGS/NOTES/TOUCHSCREEN USE ETC. (for groups, individuals, class. Include names and individual band judgments (1-4) if appropriate)		
<p>CONTEXT - Some key questions /prompts: (Use age appropriate language). Questions must be related to identified learning outcome(s). (Intro)... <i>Tell me something about the work you have been doing in...?</i></p> <p>What new skills have you learned? (Check gains in technical vocabulary) examples of specific progress made <i>What can you do now that you could not do before these lessons....?</i></p> <p>Questions that lead from responses above, e.g. <i>how do you know you have improved, which part/skill was difficult, why.? Why this music/action, who decided?</i></p> <p>To check deeper understanding of how skills, develop/refined <i>What would happen if...? What do you think you need to think about to improve more etc...? Judge against expectation for age (core task descriptors could help). Use practical demonstrations of skills if appropriate.</i></p> <p>Questioning to reflect knowledge and understanding where appropriate against</p> <ul style="list-style-type: none"> > Making & applying decisions, e.g. <i>Why did you decide to do it that way? Can you think of another way to...? Problem solving & thinking opportunities</i> <i>Can you think of other ways you could put the dance moves together...? Did you test out your own idea and did it work...? Could you make up a game with a friend(s) using the skills? Describe it to me? What other kinds of throw could you...?</i> > Evaluating & Improving - <i>How do you know you are better now...? How? What would you need to do to become better still...? What did you like about your friend' sequence? What do you need more help with/learning to...?</i> > Decisions about active lifestyle. How much time per day, effect on heart, health links, types of training... <i>Why do you warm up...? Why do you do stretching exercises in gym...? Can you show me one that you can now do better than before?</i> <p>Interact positively with peers (personal & social) <i>Have you been able to help others improve...? Tell me what you did...? Did you get good ideas from your friends.? Can you tell me what you did with your partner/in your group...?</i></p> <p>Note especially how conversations reflect level of interest, enthusiasm commitment, enjoyment and perseverance engendered by the project. (Use direct quotes if appropriate & time permits)</p> <p>Developing mental & physical capacity - Why do you have to repeat practices many times....? What really made you think while you were learning t...? <i>(Quote learning intention)</i></p> <p>Competition/performance opportunities - <i>(only where applicable).</i> Use any prompts above <i>Plus</i> <i>How did you 'get on' in the competition/performance? Did you enjoy the game/performance...? How many times have you played/performed? What do you need to do to get better...? What can you do that you could not do before? Can you tell me about the rules? Have you made up any new games yourself using new skills?</i></p>				

5. 'Band' descriptors - 'Best Fit' statements

Standards, Achievement, Personal Development & Appreciation of Physical & Mental Health Benefits of Physical Activity: Based on previous data from Ofsted

	How well are individuals/groups/class progressing relative to age?	To what extent do learners' show improved skills, strength, stamina & speed in physical activity?	To what extent is improved knowledge and understanding demonstrated by learners:		
			In their application of skills in various activities	Interacting positively with peers & evaluating own and their performance	Appreciating health benefits of physical activity?
EXCEEDING	<p>All abilities acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE and sport compared to starting points.</p> <p>Individual Guide: Challenging targets met, with 86%+ of learning outcomes achieved or exceeded</p> <p>Standards above or well above expectation. Can swim at least 25 metres in more than one stroke and remain safe in and around water by the end of Year 6.</p> <p>Class Measure 86%+ achieving or exceeding NC expectation</p> <p>Engagement in a significant number of additional competitive sports activities and/or performances</p>	<p>They practise skills in a wide range of activities and apply them in selected activities to achieve exceptionally high levels of performance compared to their starting points.</p> <p>The range, number and difficulty of whole body and fine manipulation skills have increased rapidly. Very good and sometimes exemplary progress in developing physical strength, stamina, speed and flexibility.</p>	<p>Very well and consistently applied strategies, tactics and compositional ideas in relation to age and starting points. Pupils show exceptional levels of originality, imagination and creativity.</p> <p>Learners' contributions are always used to help shape progress and planning. Very aware of how mental and physical capacity affects performance.</p>	<p>They know how to improve their own and others' performance and work for extended periods of time without the need of guidance or support. Pupils develop a passion for and a commitment to the subject. They eagerly participate in all lessons. They think for themselves, take the initiative and become excellent young leaders by organising and officiating sport events for others. They motivate and instil excellent sporting attitudes in other pupils.</p>	<p>Pupils are physically fit. They eat sensibly, avoid smoking, drugs and alcohol, and exercise regularly. They can remain active for sustained periods to help promote their health and fitness. Most learners choose to participate beyond curriculum time.</p>
ACHIEVING	<p>All abilities acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport compared to their starting points.</p> <p>Individual Guide: Challenging targets met with 70% of learning outcomes achieved or exceeded</p> <p>Standards meeting expectation overall. Can swim 25 metres and know how to remain safe in and around water by the end of Year 6.</p> <p>Class Measure 70%+ achieving or exceeding NC expectation</p> <p>Engagement in several additional competitive sports activities and/or performance.</p>	<p>They practise skills without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance compared to their starting points.</p> <p>Range, number and difficulty of whole body and fine manipulation skills have increased at a good rate. The majority, show good progress in precision, control and fluency of skills. Clear progress in developing physical strength, stamina, speed and flexibility.</p>	<p>Strategies, tactics and compositional ideas regularly applied by learners compared to their starting points. Pupils show good levels of originality, imagination and creativity.</p> <p>Learners' contributions frequently used to shape progress and planning. Aware of how mental and physical capacity affects performance.</p>	<p>Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons. They acquire the skills needed to organise sport and physical activity for others.</p> <p>Good progress in ability to critically evaluate their own and others' work. Good understanding of how the information can be used to inform further development.</p>	<p>They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They can remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. Regularly take part in extra- curricular sport.</p>
DEVELOPING	<p>All abilities participate in most lessons but do not learn activities in sufficient depth to enable them to gain the knowledge and skills needed to make good progress in relation to starting points</p> <p>Individual Guide: Some targets met with between 26% & 69% of learning outcomes achieved or exceeded</p> <p>Standards in need of improvement. A minority of pupils are unable to swim at least 25 metres by the end of Year 6.</p> <p>Class Measure Between 26% & 69% below NC expectation</p> <p>Engagement in some additional competitive sports activities and/or performance.</p>	<p>They practise skills with guidance or support. They apply these skills in some activities and situations, and make some gains in performance compared to their starting points.</p> <p>Limited progress in developing physical strength, stamina, speed and flexibility.</p>	<p>Strategies, tactics and compositional ideas sometimes applied by learners compared to their starting points. Pupils show some originality, imagination and creativity.</p> <p>Learners' contributions sometimes used to shape progress and planning. Some awareness of how mental and physical capacity affects performance.</p>	<p>Pupils cannot work for sustained periods of time without support or guidance. Only a few pupils engage in training as young sports leaders.</p> <p>Limited ability to critically evaluate own and others' work. Limited understanding of how the information can be used to inform further development.</p>	<p>Not all pupils lead a healthy lifestyle or maintain a high level of personal fitness. They are unable to remain physically active for long periods of time in lessons. These factors contribute to about one third of pupils being significantly overweight. Only a few pupils engage in extra-curricular sport.</p>
STARTING	<p>Based on their starting points, pupils or groups of pupils do not make enough progress in lessons or achieve well enough over time compared to starting points.</p> <p>Individual Guide: Few targets met with below 26% of learning outcomes achieved or exceeded</p> <p>Standards below/well below expectation. A high proportion of pupils cannot swim at least 25metres by the end of Year 6.</p> <p>Class Measure 75%+ below NC expectation</p> <p>Engagement in additional competitive sports activities and/or performance little or none</p>	<p>Little or no evidence of improved range, number or difficulty of whole body and/ or fine manipulative skills. Performances are inconsistent for the learners' age. Little or no progress in developing physical strength, stamina, speed and flexibility.</p>	<p>Lack of strategies, tactics and compositional ideas applied by learners</p> <p>Strategies, tactics and compositional ideas rarely applied by learners compared to their starting points. Pupils show little or no originality, imagination and creativity. Little or no awareness of how mental and physical capacity affects performance.</p>	<p>PE is under-valued by pupils. They do not engage regularly in PE activity and show little interest or enthusiasm to train to become young sports leaders.</p> <p>Little or no ability to critically evaluate their own and others' work or how information can be used to inform further development.</p>	<p>Poor personal habits, lack of fitness and negative attitudes towards regular exercise prevent pupils from leading a healthy lifestyle. They give up too easily when faced with vigorous exercise, and these factors contribute to more than half of pupils being significantly overweight. They do not engage regularly in in extra- curricular activities.</p>

SECTION 3 – INSTRUCTIONS

Instructions for use of Excel spreadsheets & additional templates

1. Getting Started

- > For the subject leader
- > For the class teacher

2. The additional templates

- > Activity evidence
- > Pupil conversations
- > Band' descriptor statements



1. Getting started

For the subject leader:

1. Download and save two copies of the the **full package** to folders on school computer. (One for current year and one for copying in subsequent years)
2. Study the **stage/age related achievement spreadsheets** and check any requiring change to learning outcome statements to match the design and delivery of the PE curriculum in your school. [The learning outcomes currently shown can be modified/swapped **ONE AT A TIME** from others in the statement bank. Alternatively, you can write and paste your own. The vertically printed cells within the ‘Physical Pupil’ section can also be changed. *(For example, if you do not swim in early years replace this section with a different activity area and learning outcome statements)*].
3. When (2) above is complete, provide each class teacher with electronic copies of the following **three** items from your package,

- > **Excel Achievement spreadsheet(s)** - for phase/age
 - > **Excel Participation spreadsheet(s)** - generic
 - > **Workshop Manual** (it includes a simple guide to using the spreadsheets with a class, as well as examples of the other support templates available)
- } joint (2 pages)

4. The class teacher should also be able to access and download the support templates *(to help when recording evidence and making judgements)*.

- > **Activity observation template**
- > **Pupil conversations template**
- > **Band descriptors - ‘Best Fit’ Statements**

5. The **Summary Spreadsheet is for use by the subject leader/senior management team only**. (it self-populates when opened and provides collected evidence from the whole school). Where teachers have access to a common folder within the school system the summary sheet will update automatically. Alternatively, this can be done via an email with the spreadsheet attached. (This summary sheet must not be saved. It can be printed at any time).

For the class teacher:

1. Open the **Excel Achievement spreadsheet(s)**. (Make sure editing is enabled). Click on the rectangular boxes across the top of the page and add the names of the members of your class. (They align vertically when you press the return key). Also add name of teacher and class number/name in cells at foot of the page

2. Individual pupil performance is recorded in one of the four 'colour bands'. **Entering a number from 1- 4 in a 'cell' changes the colour as follows,**

[1] Red - Starting

some aspects secure (up to 25%)

[2] Yellow - Developing

many aspects secure (between 26% & 69%)

[3] Green - Achieving

most aspects secure (between 70% & 85%)

[4] Blue - Exceeding

all, or almost all aspects secure (86%+)

3. Deciding the starting point (**baseline**) for each pupil in **Phase 1(EY/R)** will be difficult. If unsure, or you have no evidence, simply leave the spreadsheet blank at first or coloured red to represent (**Starting**). Across the phase/year gradually add/change judgements as evidence becomes available. It will be important by the end of each year to **date, name and save the completed spreadsheet**. Saved information will become the baseline for the next phase/year.

(Starting points will become easier to identify as pupils move up the school. The class teacher from the previous year should be able to help with the task until the process becomes fully embedded). The table below suggests a way to fix the baseline at the start of each new phase/year.

Finish Year	Start Year						

4. Update a **working copy** of the spreadsheet whenever you wish during the school year. (Keep the original baseline data as a separate spreadsheet). The **aim should be to have between 70% & 85%** - blue and/or green) **achieving NC expectation** by the end of each Key Stage.

5. Both colours and percentages **self-update** at foot of the spreadsheet whenever data is entered, resulting in an overall judgement for each pupil & the whole class

6. Open the **Excel Participation spreadsheet**. (The names of your class will already be there). Simply enter the number [1] in appropriate cells to record numbers. In the rows labelled **other** you can enter any **number between 1 & 5**. Totals self-populate (Colours will change accordingly). Remember to save the document each time you enter data.

2. Using the additional templates

Evidence of Achievement - Activity Observation

1. Arguably this is the most important part of the resource. It is designed for use in a formative way to collect the evidence that allows judgements and measures of progress to be added to the achievement spreadsheet.
2. It can be used downloaded and printed for use during and after lessons. I would recommend it is printed on the reverse side of the achievement spreadsheet and then **expanded to A3 size**. Alternatively you can use on electronic notebook. Learning is never straight forward, it can be very 'messy'. Groups need to change, learning needs to be re-visited, tasks need to be modified, responsibilities varied etc. Scribbled notes in pencil allows the teacher/coach to make these adjustments to meet individual and group needs and record evidence and judgements as lessons progress. Data can then be added to the electronic spreadsheet at any time. This is **formative assessment** in use.
3. The current PE and school sport funding (PESS) can be used to 'double-up' on staff in lessons, making the process of collecting evidence and using it to 'plan forward' and record judgements more manageable.

4. Using the template in this way will address the characteristics of assessment to promote learning referred to in the original "Beyond the Black Box"* booklet. It,

- > *"is embedded in a view of teaching and learning of which it is an essential part*
- > *involves sharing learning goals with the pupils*
- > *helps pupils to know and recognise the standards they are aiming for*
- > *involves pupils in self-assessment*
- > *provides feedback which leads to pupils recognising their next steps and how to take them*
- > *is underpinned by confidence that every pupil can improve"*

Evidence of Achievement - Pupil Conversation

1. The pupils themselves are an important source of evidence of achievement. The information they provide should be used when recording evidence and judgements. (The sheets themselves are not designed for input from pupils).
2. Using short interviews/conversations with appropriate questioning promotes pupils' thinking and the requirement for them to articulate answers.
3. Pupils are often able to describe when, how and why they have made progress. They provide an insight/viewpoint that might otherwise go un-noticed.

**Beyond the Black Box - Black P Wiliam D*

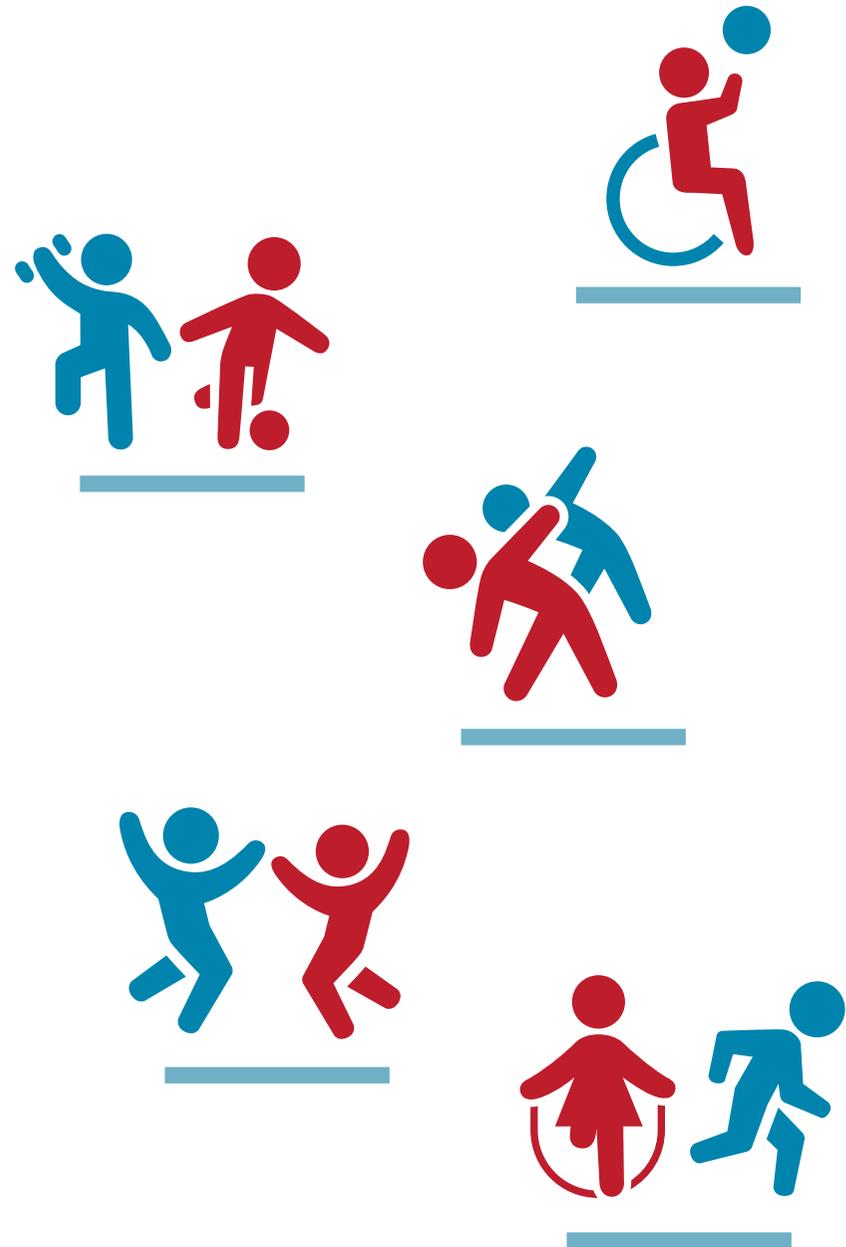
4. Interviews and questioning can be conducted with brainstorming, diary recordings and questionnaires for the entire class, as part of a smaller group or through individual conversations.
5. As with the activity observation, the template with a series of prompts, can be downloaded. Its use will be most effective towards the end of a series of lessons when sufficient time has elapsed to measure achievement against learning that was planned.

'Band' Descriptors and 'Best Fit' Statements

1. Use this template only as a **broad guide** when making individual, group and class judgements in relation to achievement of learning outcomes as they apply to,

- > skills, strength, stamina, speed, agility and co-ordination (**physical pupil**)
- > application of the skills in a range of activities (**thinking pupil**)
- > interacting positively and purposefully with others (**social pupil**)
- > appreciating physical and mental health benefits of physical activity (**healthy pupil**)

2. The specific criteria above contribute to the overall judgement on progress and standards. Progress as measured from the 'saved' baseline and standards in the overall judgement recorded on the final row of the achievement spreadsheet.





PROFILE HOWARD TODD

Howard is Cumbrian born and bred. He is passionate about education and particularly Physical Education.

In terms of employment:

- Howard worked in Cumbrian schools as a class teacher for 9 years (both in Secondary and Primary schools)
- He was a Deputy Headteacher for 4 years and then a Headteacher for 19 years all based in Cumbrian schools
- He was Cumbria Adviser for Primary Education and the PE subject specialism for 7 years
- For a further 8 years Howard worked as an Ofsted Associate Inspector for PE
- He also worked as an external consultant for the Youth Sport Trust and The Association for Physical Education in advisory and inspection roles, completing national survey work on their behalf
- Howard was an assessor for the DfE with responsibility for the designation of Specialist Sports Colleges over a 3-year period
- More recently he worked as an external Physical Education consultant for Active Cumbria - the County Sports Partnership

Outside of employment Howard has taken on several voluntary roles:

- He was a 'Games maker' for the London 2012 Olympics and 'Clyde-Sider' for the 2014 Commonwealth Games in Glasgow
- Head of British Delegation to World School Games for Gymnastics on 5 occasions
- England Schools Gymnastics Team manager for UK School Games 2009 - 2016
- Currently he is President of the British Schools Gymnastics Association (BSGA) and education (schools) representative on the Board of England Gymnastics Association (EGA)
- In 2018 he re-established the England Schools Gymnastics Association (ESGA)

Interests:

- All Sport - but especially Rugby (Ex-Wigton RUFC player), Gymnastics and more recently, 'Park Run' (as both participant and volunteer)
- Gymnastics coaching - joint author of the very successful British Gymnastics Key Step Programme
- Hill and trail walking
- Reading
- Gardening
- Travel

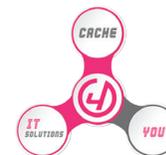
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