



In Physical Education, teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve. Immediate feedback is provided throughout theory and practical lessons to support learning as it takes place.

Teachers use a range of formative assessment strategies to check understanding and inform next steps in both practical and theory contexts.

In theory lessons, at least one lesson per week begins with a recall-based starter activity. These activities require students to select and apply content from prior units of learning and make use of the PE Faculty DNA (Do Now Activity) resources stored in OneDrive. At the end of each unit of work, teachers guide students, through modelling, to create a Knowledge Organiser for that component or sub-component. This highlights key concepts and correct terminology.

In practical lessons, assessment of core tasks within each strand of PE, such as invasion games and net games, informs students of their current level of progress and how they can further develop their skills.

Students receive regular and frequent feedback in lessons through a wide variety of approaches between QMAs and core tasks. Verbal and immediate feedback forms a significant part of the learning process. Teachers use questioning and prompts to extend responses so that students deepen and develop their understanding during the lesson.

Mini whiteboards, apps, and online quizzes are used to review learning quickly across the class and to identify misconceptions, uncertainties, or errors. Follow-up lesson activities are then planned to address these areas. Question-and-answer activities, including hinge questions, are used to review current knowledge and understanding. Where misconceptions arise, these are discussed and notes may be recorded as a class.

Students self-mark recall starter activities when teachers review the correct answers and record their overall performance levels. Students highlight any areas where misconceptions exist, which then act as prompts for independent study. Where misconceptions are identified, staff revisit and further explain concepts so that students receive verbal feedback and improved clarity.

Students receive quality written feedback when teacher feedback is given on Practice and Retrieval tasks in student work booklets. Longer answer Quality Marked Assessment responses also receive written feedback where appropriate, particularly where misconceptions need to be addressed. As students progress through the theory course, improvement in performance on recall starter activities demonstrates that they know and remember more. Coursework for each component is marked and written feedback is provided so that students can make further improvements.