# Assessment of FMS in Physical Education

Teacher observation and the provision of effective feedback are important pillars in the assessment of FMS.

#### **Teacher Observation**

The considerations outlined in Figure 4 can support teachers in their observation of movement.

## Considerations when observing movement

#### **Observation viewpoint**

View front on, side on, or from rear. Apply the most appropriate technique to inform understanding and as a result yield most effective analysis/feedback.



#### **Quantity of observations**

Performance should be repeated to allow all teaching points be assessed individually.



Refer to resource materials that identify the stages of development.



## Representative observations

The ability to observe all pupils won't be practical and it may advisable to take a representative sample from differing movement competency groupings e.g. target groups in terms of capabilities.

Figure 4: Considerations when Observing Movement

#### **Effective Feedback**

PE, like other subjects, depends on the teacher's ability to adapt instruction based on the progress of the pupil in order to assure mastery of movement. Feedback should not catalogue the pupils' mistakes but rather encourage the pupil to strive towards competence and mastery of the skill. The feedback given should aid the pupil's overall knowledge of performance. This will enable the pupil to establish a kinaesthetic reference for the correct movement.

Feedback can be provided in a variety of ways including:

- Verbally: The teacher can verbally inform the pupil of the changes that need to be made.
- Demonstration: The teacher or a competent pupil may demonstrate how the skill looks.
- *Technology:* Video can be used by showing the pupil an online video of the performance or a homemade video of a pupil in the school who clearly shows mastery of the skill.
- Guiding the movement: Physically breaking down the skill and guiding the movement of the pupil is also an effective way of showing the pupil how the movement feels.



## **Success Criteria**

The success criteria should be shared with the pupil. The information that is provided needs to be appropriate to the pupil's learning ability. It would be very difficult for a pupil to process six teaching points at once, therefore the information must be manageable and relevant.



## **Assess**

Provide a setting that allows the pupils' work to be assessed regularly. This assessment can be facilitated by teacher observation and/or by using peer and self-assessment strategies.



## **Opportunity to practise**

Ensure the pupil is given sufficient opportunity to practise and engage with the skill both in the PE lesson and throughout the school day.



### **Effectively question**

Effectively question the pupil to ensure their knowledge and understanding of the skill is being addressed.

Figure 5: Considerations for Effective Feedback