

## Reporting within Junior Cycle Physical Education to support quality teaching and learning

*In preparation for the webinar (March 2020), JCT worked with several schools to explore an aspect of their current approach to reporting in Physical Education at Junior Cycle. The initial five examples vary in their approach, whereby the later five have looked to develop their practice within the context of the opportunities provided under the Framework for Junior Cycle. These examples are designed to be of support to schools as they consider reporting practice within Physical Education over the coming years.*

### School A – Student portfolio

*We ask students to keep a personal record book – ‘the Physical Education booklet’. We have several student templates to support learning within class, but also to help students to reflect after class. The booklet stays with them for the three years, and parents are asked to view and sign aspects of the booklet over the course of this time. We use it as a means of report on the learning that has happened in class.*

### School B – Parent/teacher meeting with prior student reflection

*The parent-teacher meeting is a primary source of reporting in Physical Education in our school. In our school, the student attends with their parents. Five years ago, parents did not really visit the Physical Education teacher. However, as a department, we wanted to increase this engagement, but also show the rich learning that takes place. In the week ahead of the meeting, the student answers key questions about their learning in Physical Education, and during the meeting, the student reports on this and the teacher then provides brief, specific feedback on the student work.*

### School C – Written reports

*We keep a record of students’ attendance and participation in all physical education lessons and these records are used to inform our reporting. The main mode of assessment is through informal observation. Written reports in Physical Education are sent home on two occasions per year, and include a drop-down comment on the overall performance of students during a block of learning. In addition to written reports, the parent-teacher meetings are a chance to report of student learning*

### School D – Record of attendance and behaviour

*I am just establishing a more defined Physical Education programme in my school. Up to now, the most common form of reporting to parents was based on attendance in class (recorded every week), student behaviour and participation (recorded on some weeks). I am working as part of a whole-school focus on reporting to develop structures that look at student learning.*

### School E – Reporting on specific assessment moments (rich tasks/culminating activities)

*As well as ongoing feedback in class, we build our reporting around meaningful rich-task assessment moments (e.g. planning and reflecting on a Gymnastic sequence, reflecting on performance in a class-based Athletics meet). We normally have two of these per year. We report on student achievement in these rich tasks to parents and students, by using a simple rubric that we developed as a department, and through oral and written feedback.*

School F - The use of Classroom-Based Assessment to report on student achievement.

*We have always had rich tasks at the end of units of learning in our school. We are now building on these and using Classroom-Based Assessment to provide a record of student achievement. As student reflection forms a key part of the CBA experience, the student has an opportunity to report on their own personal experience. The awarded descriptor and feedback forms part of our written report to parents after the CBA in the student journal and school report. The descriptor is also reported on the students' Junior Cycle Profile of Achievement (JCPA). The SLAR meeting was an opportunity for us, as PE teachers, to report to each other on the progress of our students also.*

School G – Supporting students to report on learning in PE as 'Other Areas of Wellbeing'

*In our school, we saw potential for Physical Education in the newly designed JCPA, especially regarding 'Other Areas of Wellbeing', as part of their final summative report. Along with other teachers, including CSPE and SPHE, we explored how we could support students in developing their statements, with the support of the language of the Key Skills and Wellbeing Indicators (See Appendix 1 on page 3). So, currently, we have several Physical Education-related statements that students can choose as their final statements. Some students choose one of these to be included as one of their listed 'Other Areas of Wellbeing' on the Junior Cycle Profile of Achievement (JCPA), while there is scope for students to develop their own Physical Education -related statement also. We are looking to expand this process across first- and second year in the coming year.*

School H – Specific teacher feedback based on evidence of learning (self-assessment/reflection)

*In discussing reporting, we feel the strongest and most purposeful means of reporting is through engaging students meaningfully in formative assessment in the classroom. Clarity regarding learning intentions, and effective co-creation and use of related success criteria provide a platform for students to self-asses, and therefore report, on their own performance and learning. This evidence can then inform any discussion with students and their parents.*

School J – Focussed student goalsetting and reflection as part of portfolio

*We have used a school-developed Physical Education portfolio in the past to allow students make their learning visible, and to have a student-led record of their achievements. In the last two years, we wanted to increase the number of times that parents interact with the portfolio, and therefore have introduced a yearly goalsetting and reflection template within the portfolio (see Appendix 3 on page 6). At the start of the year, the student sets goals, and then reviews and reflects on these throughout and at the end of the year. They do so with the support of their classmates and parents, and it has made their learning journey more visible. It has become a very manageable and meaningful way to report on student learning to parents. The language of the Key Skills and Wellbeing Indicators (see Appendix 1 on page 3) and the learning outcomes from the short course (see Appendix 2 on pages 4 and 5) have been a very helpful scaffold for students. Some students choose to included their reflection as one of their listed 'Other Areas of Wellbeing' on their eventual Junior Cycle Profile of Achievement (JCPA)*

School K – Formative feedback on written reports, and in classroom feedback

*In our school, we have had a strong focus on formative feedback especially in terms of reports sent home at Christmas and Summer. Our reporting software has moved from having a set drop-down list, to now asking teachers to include a free-text comment in reports. For Physical Education-related comments, we have developed language in our department that allows us to report on 'a star and a wish' or a medal and a mission'. We are aligning this to the various existing assessment points, including CBAs across the three years.*

## Appendix 1 - Key Skills and Wellbeing Indicators

- The language of the Key Skills and Wellbeing Indicators have been a very helpful scaffold for students (School H).
- The language of the Key Skills and Wellbeing Indicators have supported students in developing their statement regarding Other Areas of Wellbeing (School K)



## INDICATORS OF WELLBEING



### ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



### RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



### RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



### RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



### CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



### AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

## Appendix 2 – Learning Outcomes within the Short Course

The below learning outcomes are listed on p.11-14 of the PE Short Course specification available [here...](#) and can support students in developing their statement regarding 'Other Areas of Wellbeing'.

### Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

### Strand 2: Games

#### Invasion games

#### Striking and fielding games

#### Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios



## Strand 3: Individual and team challenges

### Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

### Aquatics

- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

### Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

## Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
- 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
- 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
- 4.5 reflect on their experience of creating and participating in a performance

## Appendix 3 - Yearly goalsetting and reflection template (School G and J).

### September Goal Setting

What are the three activities I wish to engage in and what do I hope to learn from these? The language within the learning outcomes from the physical education short course, the elements of the eight key skills, as well as the Wellbeing Indicators on the previous page may assist you in setting goals.


Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

### December January Check-in

What has been my best achievement to date on the above? Why?

--	--

What area have I to work further on? How?

--	--

Do I wish to refine a goal based on my learning? Which one and how?

--	--

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

### March/April Reflection

What are the three aspects of learning from participation in the above activities that I am most proud of?

Statement 1
Statement 2
Statement 3

This is your chance to refine these statements (reflect with your parents/your classmates)

Statement 1
Statement 2
Statement 3

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_