



# Personalised Assessment Tools



**real PE** is an approach that allows **EVERY** learner to succeed at their own level. Personalised, interactive learning journeys support children to develop at their own pace and reach their goals. These supporting resources are for teachers and staff working with learners with additional needs, Special Educational Needs and Disability (SEND) to ensure that we support you to develop **EVERY** learner in their own way using a plan/do/review process.

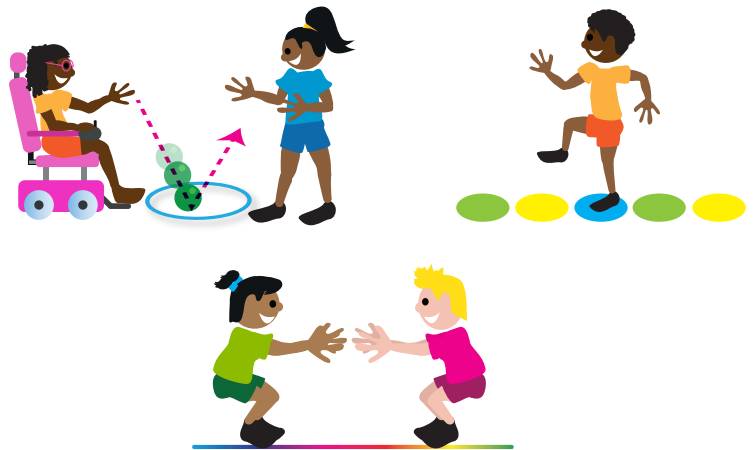
## Assessment framework

The Assessment framework for the **real PE** approach is a combination of:

### Multi-abilities (MA)



### Fundamental Movement Skills (FMS)



For many learners with SEND, either in mainstream, resource base or in a specialist education setting, the jump from one level or step to the next in the core **real PE** assessment framework can be too large, so it is difficult to show progress and motivate the learner.

Our interactive learning journey posters can be personalised for these learners. This allows education providers to cut and paste appropriate statements into the blank poster, making it truly individual and appropriate for each learner. This will enable learners to reach specific milestones and track their progress through **real PE**.

## Multi-abilities (MA)

Education providers may also want to supplement the statements in the interactive journey poster with statements from your assessment frameworks, especially for learners with additional needs. This will complement the **real PE** assessment framework.

# Fundamental Movement Skills (FMS)

The progressive **Fundamental Movement Skills (FMS)** challenges that appear in core **real PE** (Yellow, Green, Red, Blue, Pink and Black) may prove to be too challenging between colours. Therefore, the FMS progression statements document includes a pre-yellow (grey) level along with additional space to create your own individual progression statements specific to the learner's needs. These can then be copied and pasted into the FMS personalised journey posters for learners to follow.

When deciding on the progressions to be pasted into the **FMS** challenges, education providers can also change the language and physical skill to increase the level of adaptation. The Inclusion video clips (found on your **real PE** platform / core **real PE** / in the Inclusion folder) may help prompt ideas for adaptations.

For example, education providers can:

- Use **adapted equipment**, for example, scarves, balloons (both drop more slowly and are easier to catch), quoits or hoops (bigger and easier to catch than a ball), balls with bells in (knowing where the ball is for those with visual impairment) or specific colours (for those with visual impairment).
- Increase the level of **adult support**, for example, help to sit up, help to stand up, guidance to say if they are near an object (visually impaired).
- **Change the task**, for example, use rolling instead of throwing or a tabletop to push and collect a ball rather than the floor (easier for wheelchairs users).
- Change the **space** by increasing or decreasing the distance or level (kneeling or sitting).
- **Simplify specific language** or terminology for the learner's understanding, for example, 'catch' rather than 'receive' the ball and 'stand' rather than 'balance'.

**Agility** skills may begin with encouraging changes in level and speed.

**Balance** skills may begin with balancing something on different body parts.

**Coordination** skills may begin with touching and reaching out to different objects at different levels.

## NOTES:

- To allow you to personalise the document and suit the learner's needs, we have not written specific adapted FMS progression statements as learners' physical abilities vary enormously.
- The school physiotherapist or occupational therapist may be able to help with appropriate physical progressions.

This personalised and interactive approach to assessment will allow more learners' journeys to be identified, reviewed, celebrated and shared with families, learners and staff.

This plan/do/review process will also allow staff to focus on and involve the learner day to day in this journey, using a range of interactive assessment for learning strategies. These could include, for example, giving treasure based on the theme, special mentions board, all based on the holistic learning outcomes. The scaffolding supports learners to praise, encourage, coach and support each other.

**This will provide an appropriate, clear and shared learning journey.**

**The personalised journey could be for a class or individual learner in a specialist education setting, resource base or an individual learner in a mainstream setting who has a specific or additional learning need.**

# How to use the **supporting tools**

We have created blank MA and FMS, interactive learning journey posters.

1. The individual bullets from the 12 core **real PE** FMS can be found on the document 'FMS progression statements'.
2. The original MA progression statements have been split into shorter statements on the document 'MA progression statements'.
3. Staff can now take suggested statements from the progression documents and copy and paste them into a blank learning journey poster, to create a developmental and progressive learning journey for each learner or group.
4. When choosing the statements, education providers may wish to allow for the:
  - first one or two statements to be behaviours or skills that are already present but need continued focus.
  - middle statements to be achievable in the decided time range.
  - final statements to be an ambition.
5. Share the progressive journeys with staff and learners, select **real PE** sessions (or part of) which enable the learner to work towards their goals. The curriculum maps for each year group will help you with this.
6. With both MA and FMS interactive learning journey posters, learners' names can be recorded inside individual stages on the interactive learning journey poster as they achieve and progress.
7. Remember to celebrate progress when achieving the next level/step.
8. Regularly update the individual learner's journey using the plan/do/review process.

