



Diagnostic Assessment in PE

Leap PE Conference - Bucks & MK | 16th October 2025

Will Swaites |  @Will_Swaites

10.15-11.30am

Arrival Activity:

In pairs walk a lap to get to know each other then use a mini whiteboard to capture:

1. What do you think of when you hear the term 'diagnostic assessment'?
2. What do you want most from this session?

2:00

PHYSICAL EDUCATION INTENT

Committed to ensuring every student is

WELL



WELLBEIN

Securing strong physical, emotional & social aspects of health, wellbeing and human flourishing

ENJOYMENT

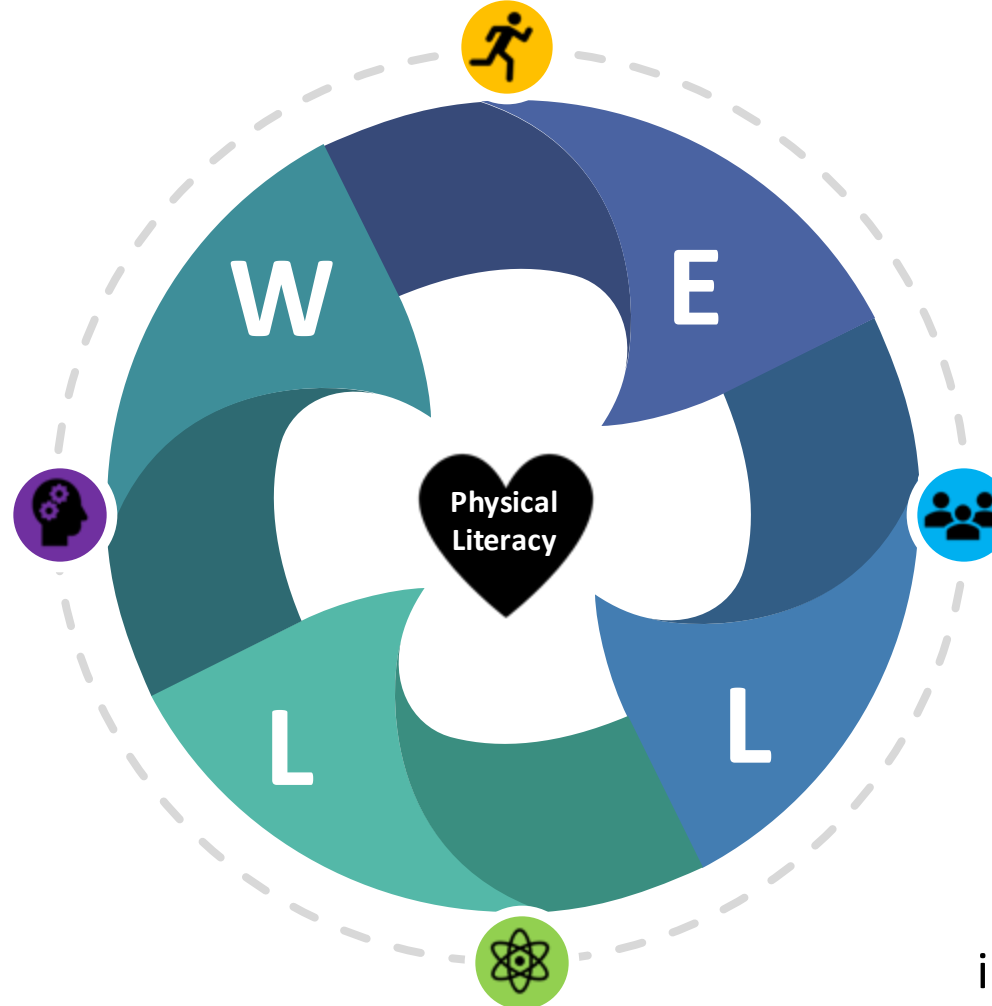
Finding fun through a rich and varied programme of sports and physical activities that have relevance, meaning and purpose

LIFELONG PARTICIPANT

Igniting a love of healthy active living that will last a lifetime

LIFE-SKILLED

Developing transferable skills to flourish in sport, school, employment & life (including teamwork, resilience, independence, creativity, empathy & leadership)



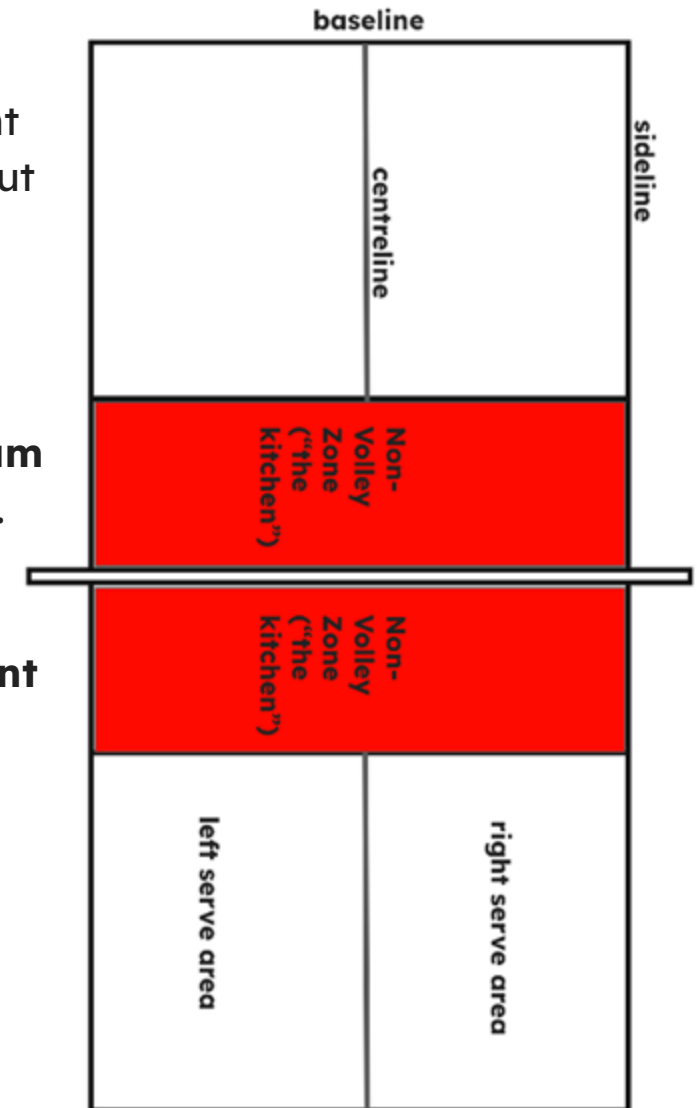
#BeWellAlways



@WillSwaithes

Pickleball basic rules:

1. The game starts with an **underhand serve from behind the baseline** on the right side, played **diagonally**. Both teams must let the ball bounce before returning, but **after the third hit, volleys are allowed**. A server only gets **1 service attempt except if the serve touches the net** and still lands in the correct service area, in that instance the serve is retaken.
2. The ball can be hit after a single bounce or a volley, **if it hits a line it is 'in'**. You **lose the point if you volley from inside the non-volley zone or your momentum carries you into that area after hitting a volley** (i.e. running in to net to volley).
3. **Only the serving side can score points**. A point is won if the opponent fails to return the ball, hits out, volleys in the non-volley zone, or is hit by the ball.
4. The **game ends at 11 points** but at 10-10 you play on until one team has a **2-point lead**.
5. **When a point is scored, the server switches sides**. If they **lose a point, their partner serves next**. If both fail to score, service goes to the opponent.
6. In **singles**, the server's position depends on their score—**left for odd numbers, right for even**.
7. **In doubles the score is kept by calling 3 numbers: e.g., 1-0-1 means that the serving side has 1 point, the other side has no points, and this is the first server**. If the serving team wins the point then the next score will be 2-0-1 but then if they lose the next point it will be 2-0-2 with the second server now serving. The next point won by the receivers will be side-out and their chance to both serve and earn points for winning rallies.

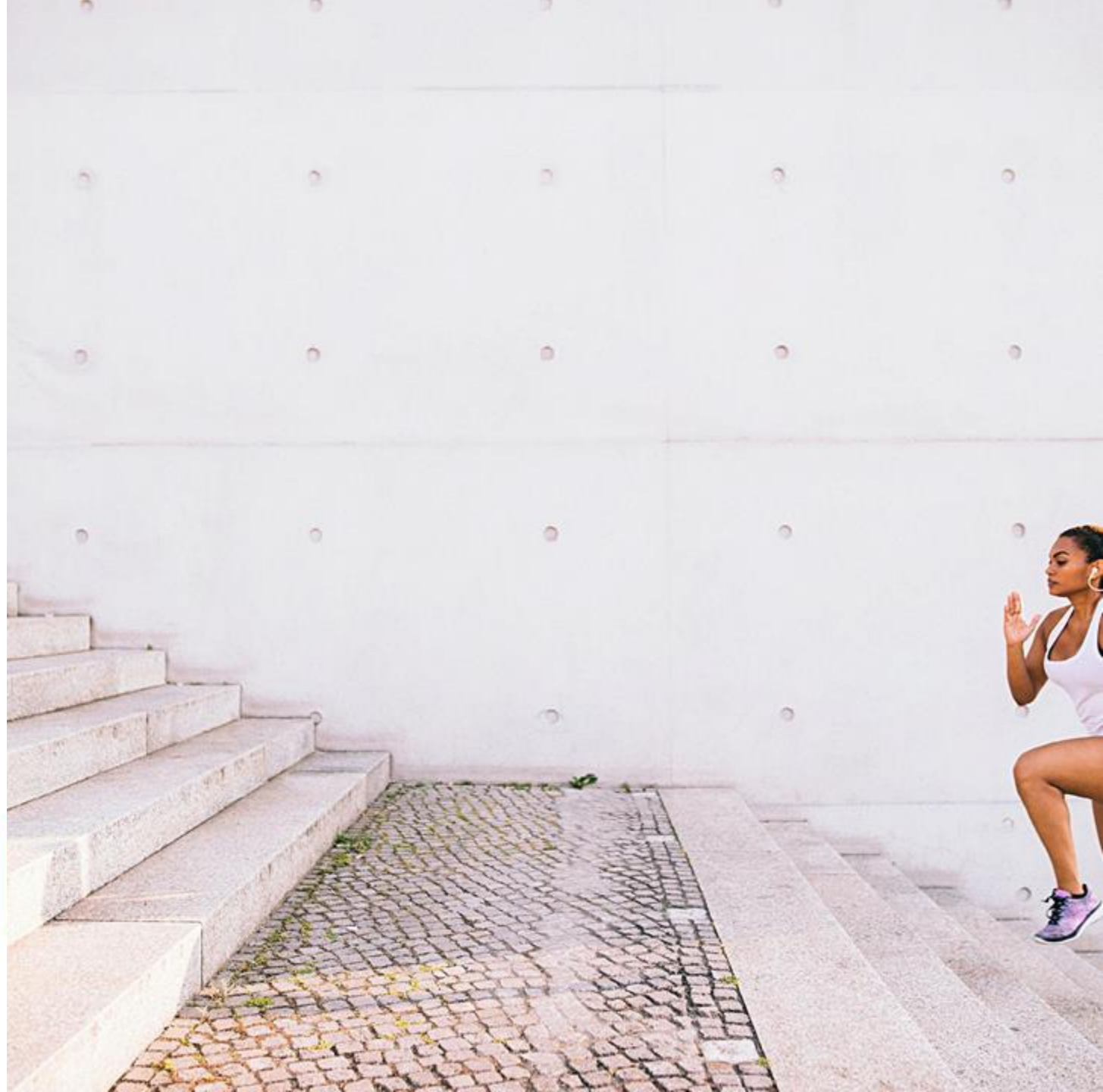


HABITS

60 Active Minutes

Have you hit MVPA for 60 minutes or more in the last week?

Put on an orange wristband if you have achieved 60+ minutes of MVPA (moderate to vigorous physical activity)



TBQ: What are the best ways to win points in badminton?

The A.S.K. in today's lesson is ...

A_{ttitude}

Remain focused and work hard with all partners/opposition to **grow** resilience and social skills

S_{kill}

Show good technique (grip, stance, swing, movement & recovery) when playing co-operative and competitive rallies

K_{nowledge}

Know the correct technique for forehands/backhands serves & overhead clears + 3+ tactics for winning points

Habit – put on an orange wrist band if you have been physically active since our last PE lesson & be ready to share what it was, where it was and how much you enjoyed it

<Diagnostic Assessment in PE>

Teacher Facing Outputs:

01

Understand the power of assessment as a bridge between teaching and learning

02

Experience and able to recall 10+ effective assessment strategies to implement in everyday practice

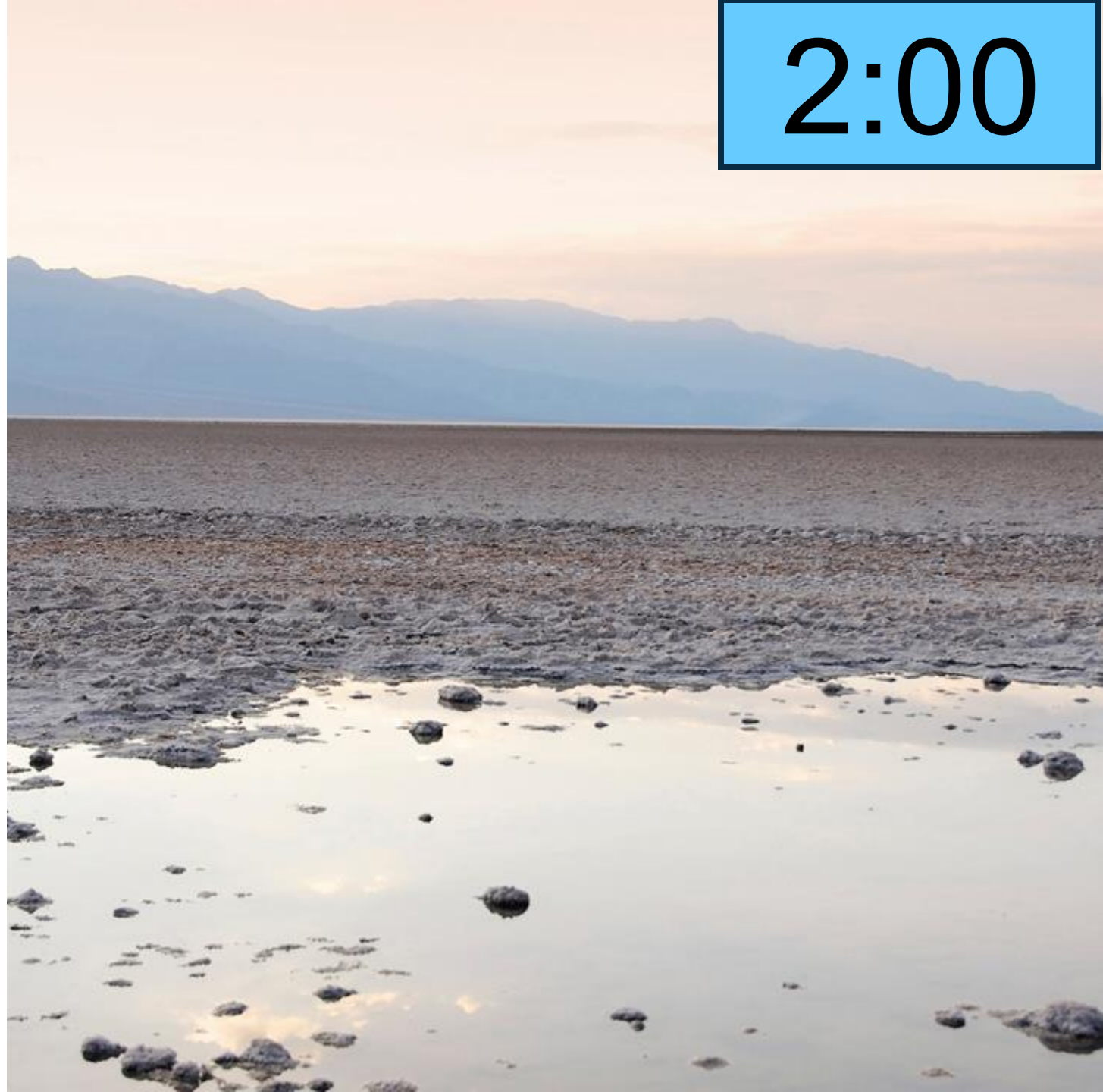


Dedicated Improvement & Reflection Time

What has been the ONE most useful
piece of learning so far?

What ONE question do you still have?

2:00



The Big Question...

What are the best ways to win points in pickleball?



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60

Pose



10 seconds to think in silence

Pause



50 seconds paired discussion

Pounce



Individual selected to respond

Bounce



Student answer bounced to add to

Plenary time: left hand for learning & right hand for fun



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Diagnostic Assessment Storyboard

Use this template to capture a summary of the ideas you picked up to support better assessment in PE

1. Walk, talk & recall 	7. SMART A.S.K objectives & bibs/ sashes 
2. Habit bands 	8. Instruct & Practice 
3. 10k hours experience line 	9. Pose – Pause – Pounce - Bounce
4. DNA show + recall 	10. D.I.R.T 
5. Personalised feedback 	11. Balancing feedback 
6. Feedforward mini-plenaries 	12. Plenary thumbs 

“ Assessment is
the bridge
between
teaching and
learning

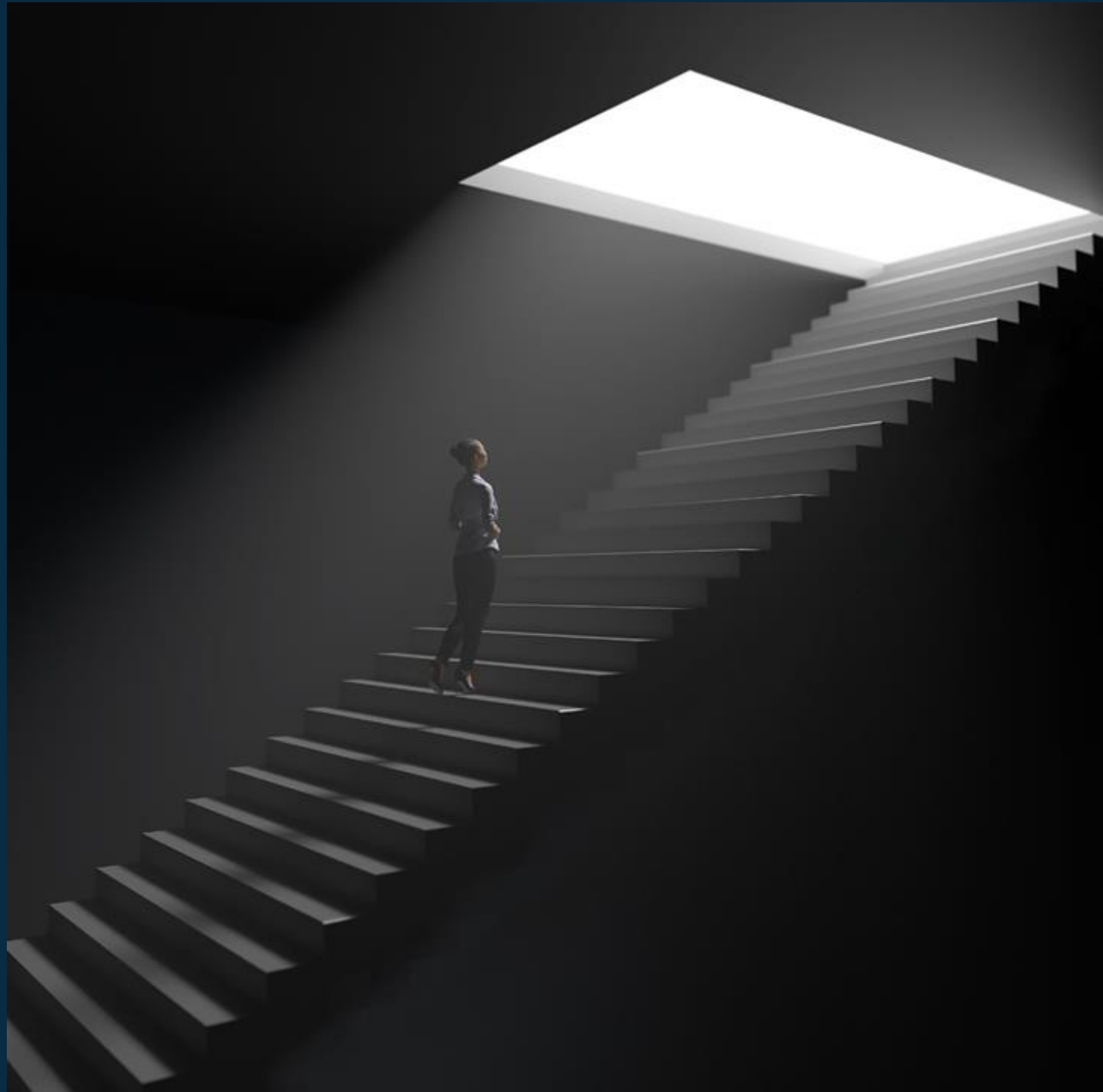
Dylan Wiliam, 2013



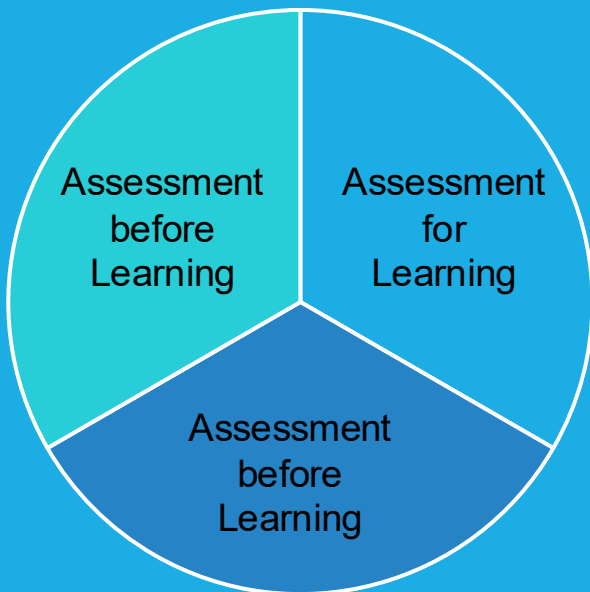
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Diagnostic assessment strategies provide frequent, quick opportunities for us to reflect on our pupils' thinking, strengths, and weaknesses: interpreted with skill, they can give useful insights into pupil learning and the next steps we should take as teachers.

Education Endowment Foundation, 2021



WHAT IS ASSESSMENT ?



1. How do you establish where your students are at?
(diagnostic assessment)
1. How do you share where they need to get to?
(aspiration and target setting)
1. How do you ensure stretch & challenge for all?
(adaptive teaching)
1. How do you monitor & support improvement?
(formative assessment)
1. How do you summarise progress?
(summative assessment)

Assessment Tools

- Pre and Post Tests
- Self-assessments
- Discussion board responses
- Socratic discussions
- Entry and Exit Tickets
- Interviews
- Observations (Teacher / Student)
- Core Tasks
- Questionnaires
- Homework
- Reflection Journals
- Student/Teacher Conferences
- Peer reviews
- Performances
- Presentations
- Portfolios
- Think / Pair / Share
- Feedback
- Exams
- Multiple Choice
- Questioning
- Essays
- Rubrics
- Polling

Our biggest
assessment tool in PE
is ... observation



Assessment must
be:

1. Meaningful

2. Measurable

3. Manageable

4. Motivating!



“

We come to
PE to practice
not to perform

Will Swaites, ages ago



We must observe more



Feedback to Feed forward

Check for understanding & Cascading learning



An alternative approach to Lesson Objectives:



Know

This lesson objective will focus on the cognitive domain.
What will students know by the end of the lesson? This aligns to Ofsted pillar of '**Rules, tactics and compositional ideas**'.



Show

This lesson objective will focus on the physical domain.
What movement or skills will students practice and develop?
This aligns to Ofsted pillar of '**Motor competence**'.



Grow

This lesson objective will focus on the affective domain.
What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of '**healthy participation**'.

Habits

In every lesson students will be asked if they have been physically active for a sustained period since their last PE lesson and how that 'felt' in contributing to healthy active lifestyle habits



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Adaptive Teaching

STEP

(Youth Sport Trust) [Link](#)



PE SCHOLAR

S

Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?

T

Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?

E

Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?

P

People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Balancing Feedback

5 to 1

Aim for 5 pieces of positive feedback for every piece of negative feedback given

Equal A.S.K

Aim for an equal balance of feedback on each of the domains of learning ... do not overemphasise physical performance

Insight from <https://hbr.org/2013/03/the-ideal-praise-to-criticism>



PE SCHOLAR



@WillSwaithes

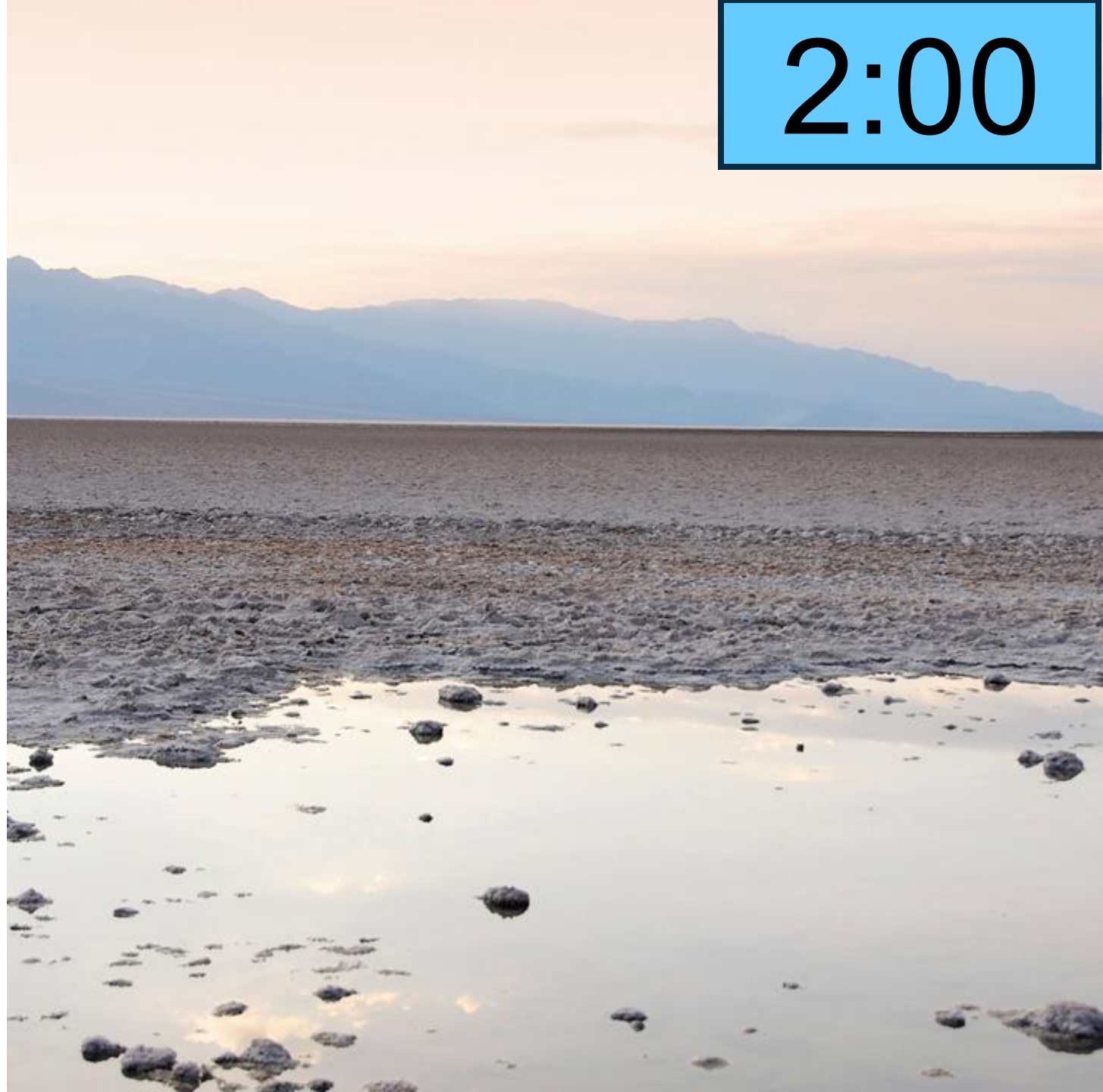


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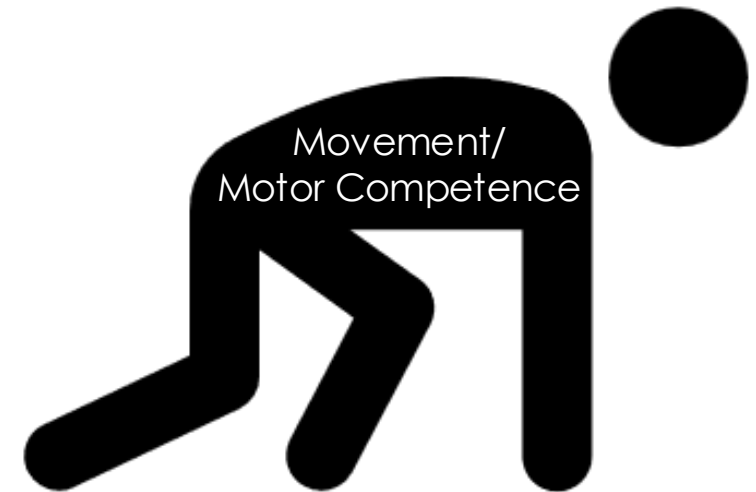




Do we have time for
a couple of bonus
thoughts?



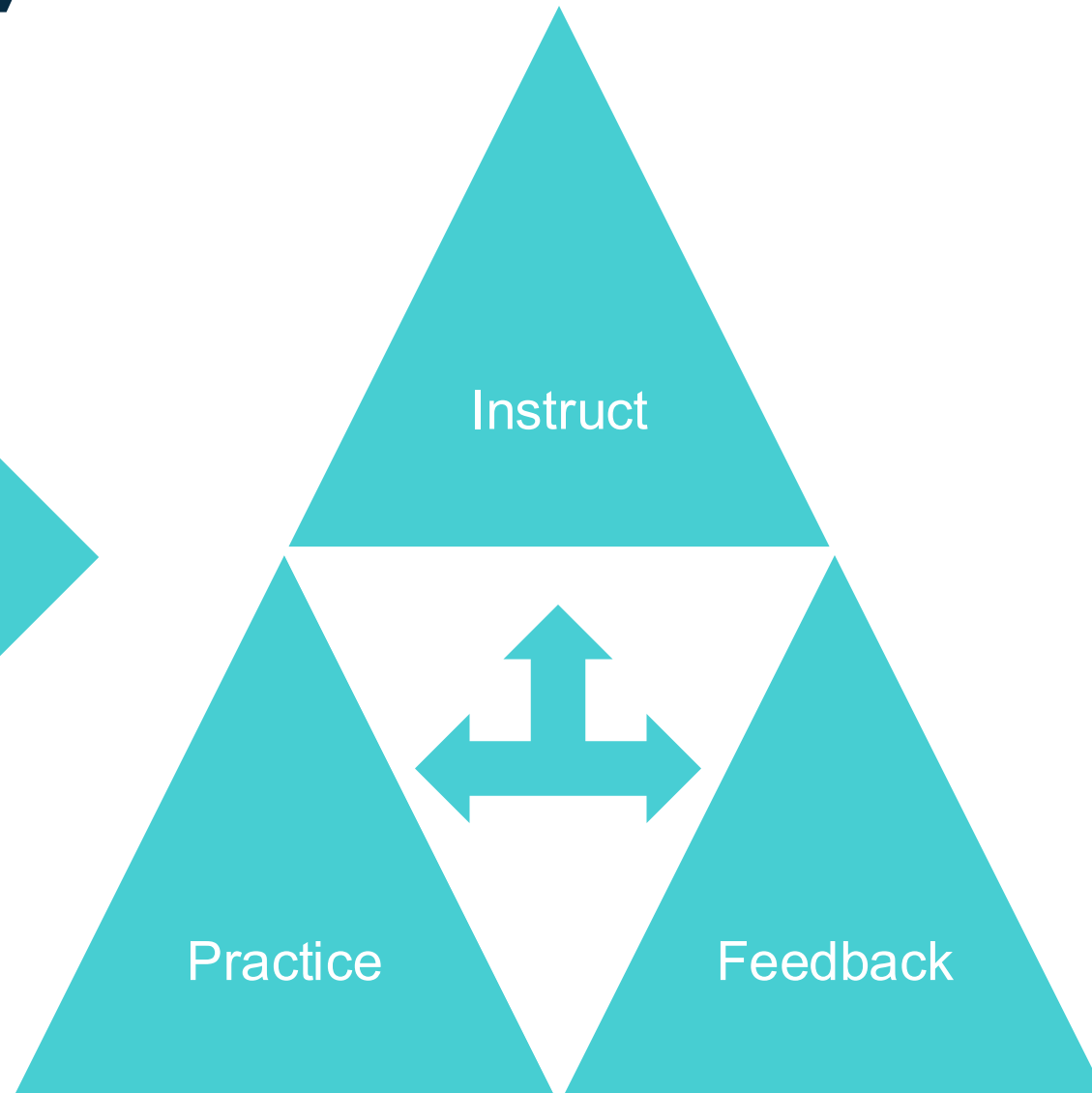
VOCABULARY GAPS



Movement/
Motor Competence

10,000 Hours 10,000 Hours 10,000 Hours
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What is the best way to hook and achieve learning in PE?



Which of the P.R.I.C.E.L.E.S.S skills have you developed today?

How?

Download your copy - <https://www.pescholar.com/resource/priceless-skills-in-pe/>

The skills we develop in PE are

PRICELESS

P Problem Solving

Finding solutions, using creativity, imagination and resourcefulness

R Resilience

Determination and flexibility to never give up and recover quickly from difficulties

I Independence

Working well on your own

C Communication

Speaking and listening well to others

E Emotional Intelligence

Empathy and care for others as well as managing your own emotions

L Leadership

Able to influence others and work as a team

E Evaluation

Make judgements and reflect

S Sportspersonship

Positive attitude and commitment to play fair, be responsible and respect others

S Self-confidence

Trust and have a positive view of yourself

▶ The most priceless skill you can develop in PE is to be a more **Happy, Active, Healthy and Able** mover.

▶ Remember...

HA HA!

When was the last time you asked your students what they thought of PE to help co-construct a better curriculum?

Duplicate and edit this MS Form survey to help:
<https://www.pescholar.com/resource/student-voice-survey/>

Student Voice

You said ☐ We did



ASSESSMENT: Want more?



- The purpose of assessment blog - www.pescholar.com/insight/the-purpose-of-assessment-in-core-pe
- Assessment in PE bitesize course - <https://www.pescholar.com/courses/assessment-in-pe-bitesize/>
- Formative assessment from theory to practice with Dylan Wiliam
<https://www.youtube.com/watch?v=fV9Y46nVOyI>
- Assessment without Levels in PE @ImSporticus blog
<https://drowningintheshallow.wordpress.com/2015/08/22/assessment-without-levels-in-pe/>
- afPE Assessment for Learning webinar with Andy Frapwell
- YST Assessing without Levels in Physical Education

