

F-10 AT HOME: TEACHING AND ASSESSMENT

It has been amazing to see the sharing, supporting and sensational attitudes of so many teachers and allied professionals over these past few weeks. The purpose of this Tip of the Week HPE (TOTW) is to provide further support as you continue to meet the needs of your students.

How many of you “got in front” of your students this past week and thought you were starting a whole new career? Just like a new school year— how many days, weeks or lessons does it take to get your classes organised even when you are standing right in front of them?

Have a read of these comments below made by teachers just like you who are embracing online learning:

“Some technical glitches but... amazing feedback from parents and kids.”

“Kids were pretty keen, 9-10.30am was madness. We are setting activities with [video] intros and it was crazy putting those up plus getting all the kids online and into it but a good day for day 1”.

“The kids did more work today than if they were in class... Only a couple of kids in the whole school that did no work, incredible.”

“Wasn’t expecting so many emails, some needy students. But it was so great to see their faces again!!”

These could well have been teachers talking about their first day or week of any school year! For many of us, these past weeks have pushed us out of our “comfort zone” and into the daunting unknown. This is a great thing (even if it feels scary) - growth comes when we are challenged.

We have been asked by a number of teachers about assessment when teaching remotely. Now we are starting to get our heads around teaching HPE remotely, let’s talk about assessment. As you read on, consider what assessment could mean for you and your students over the next few months.

Will the biggest challenge be assessment or communicating the assessment? Many of you will have regular communication via email, Zoom, seesaw or other platforms over this time. For others, this may prove more challenging and will be less regular and could involve pen and paper tasks.

You will need to make decisions around your communication based on your unique context and be prepared for the communication channels to change and ebb and flow while teaching HPE remotely.

The question of what to assess is regularly raised, regardless of the setting. Our response, which leads to puzzled looks is, “What are you planning to teach?”.

This may sound simplistic, but some teachers do not explicitly define what they expect of their students when planning a unit. For example, do you state you are teaching basketball or do you identify the specific skills, knowledge and strategies you are teaching?

What to teach and how to assess?

Given the greater constraints now being faced, it becomes even more important to consider what can be realistically achieved within the context you are teaching in and where your students are learning.

To apply the basketball context from above, you are likely to have some students who have a basketball hoop at home, others who can access a hoop once a week at the local school / playground and others who can only access it via a video or you tube clip? What teaching and assessment task(s) could you give in this setting?

In establishing your teaching and assessment tasks consider:

- Technology your students have access to, and how regularly they can access it
- Equipment, space and resources available to participate in lesson and assessment activities
- Parental and / or sibling support and guidance
- Student's self-motivation and regulation
- Student's and family's way of working
- How the student learns, interests and abilities
- How much HPE time can you expect from your students?

As you and your students adjust to teaching and being taught remotely, you can expect these variables to change. Similar to the school setting, you can expect greater engagement and learning if the student understands the task and is able to complete it successfully. You need to define the learning activities in a manner where students can achieve success and feel they have learned something.

You know your students, but we would encourage you to consider smaller, rather than larger steps. You may only have a very short time to access and communicate with your students each week. Key questions become:

1. What are you expecting students to be able to do, know or understand as a result of remote lesson content this week (next 2?)?
2. Can you have students provide you with regular (formative) information you could reliably / realistically / authentically attribute to the student as their work?

Example Content Description and Example Assessment Activities

On next page, you'll find a table with Content Descriptions and Example Assessment Activities at relevant levels. Each assessment activity lends itself to a fairly simple task. You can probably come up with one too but if you need some assistance, please [click here](#) to email our PL Coordinator Bernie.

Example Content Description and Example Assessment Activities

Content Description	Content Description
<p>Level F-2: Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064)</p> <p>Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)</p>	<p>Report how many times they practised a skill, how many catches, skips or jumps in a row.</p> <p>Identify one skill component, or draw a picture of a movement they practised and list 3x activities or games where the skill is used.</p>
<p>Level 3/4: Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)</p>	<p>Log physical activity for the week, describe how their body and / or mind felt after completing the activity and / or compare their activity time to the physical activity guidelines.</p>
<p>Level 5/6: Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)</p>	<p>Play a target game. Describe how they changed their throwing technique when aiming at smaller / larger targets, at targets closer / further away, at targets where they had to throw over something to hit the target?</p>
<p>Level 7/8: Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)</p>	<p>Identify activities they can do at home to keep them healthy and active? Discuss why it is important to remain active and identify health benefits. What activities at home do they enjoy the most and why?</p>
<p>Level 7/8: Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)</p>	<p>Develop an activity program for themselves, siblings, parents and others in their home. Discuss how this might help the fitness and health of themselves and family members and how these align with PA and sedentary behaviour guidelines.</p>

Recording Formative Assessment Information:

Below is an email from a Primary school PE teacher who like you, is brand new to teaching from home. They have summarised their reflections on what they have learned about online platforms, potential uses – both now and in the future. And that is just from the first two days!

“Zoom is just awesome! I’m really hoping that our school switches as quick as they can to the video conferencing rather than just using the seesaw platform. Having said that, these circumstances have added another dimension to uses of such platforms. I didn’t realise how many gadgets there were in seesaw. For example, you can voice respond to kids work, add notes, links and assign tasks. They can ‘add response’ so you can keep a very ordered portfolio of work samples and of course then if the assessment is clear and specific, a great source and potentially easier reporting on students.

In addition, what the video responses and uses also is allowing is an insight into just what some kids home lives are like. For example, who has equipment, who has space etc. This does add a different thought process for me when I now say ‘..go practise this at home’ (we might now say if you’ve not got a ball do this, we might actually be better prepared to offer far more alternatives than ever before).”

Our encouragement is for you to build your assessment into your practice and as shared by the teacher above, how can we use these tools we may never have used before. Just think how well we will all be able to gather, record and report on our students using ICT when we are back in our schools. However, we will still need to carefully consider the teaching, learning and assessment task we are asking our students to complete.

Please share with us 😊

As ACHPER Victoria continues to support you in your remote learning, we would love for teachers to share with us their triumphs and their tears.

If you have any remote learning activities to contribute to our [Google Drive Resources](#), please contact our Professional Learning Manager, Bernie Holland via [email](#) or phone 0411 268 902.

Find all TOTWs in the series [here](#) and access ACHPER Victoria's HPE at Home Resources [here >>](#)