

# 2010



## Making successful transition through PE and sport for young people

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**Education**

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The National Coaching Foundation



Youth Sport Trust

# Introduction

In March 2004, the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) published *High Quality PE and Sport for Young People*. This set out guidance on what 'high quality' looks like and how schools and sports clubs can achieve it. It highlighted the basic principles that high quality physical education (PE) and sport will '*enable all young people...to take part in and enjoy PE and sport*'; '*promote young people's health, safety and wellbeing*' and '*enable all young people to improve and achieve in line with their age and potential*'.

In January 2005, this was followed by the guide *Do you have high quality PE and sport in your school?* to help you to evaluate the quality of PE and school sport in your school and to use the findings to improve the quality of what your pupils do in PE and school sport.

Five years on, there has been a focus on developing improved systems for assessing, evaluating and reporting on the extent to which young people get engaged in PE, sport and dance, and the quality of their involvement. This is reported annually through the School Sport Partnership reporting process. There has also been a range of initiatives and thinking behind the curriculum which has led to other evaluations of quality and impact that schools and children's services have had to take into account. These include:

- the new Ofsted framework
- ten high quality PE and sport outcomes
- *Every Child Matters* outcomes
- PESSYP five hour participation target.
- primary and secondary national strategies for school improvement

The White Paper on 21st century schools reinforces the importance of ensuring **educational success** for **every child** and of **collaboration and partnership**. This is the rationale behind all the above. They should not be regarded separately but as a range of initiatives that provide a coherent message about what we are all trying to achieve and how we can make it happen.

The purpose of this guide is to provide ideas about effective systems and processes that will enable young people to make progression through important points of transition, including when they:

- start compulsory school – moving from the Early Years and Foundation Stage into Key Stage 1
- change teachers – at points when they move schools or are allocated new teachers
- change year group and teachers
- move to the next Key Stage, including within a school and to a new school.

Authored on behalf of the Consortium by Crichton Casbon and Val Rimmer

It is during these transitional phases that there is often a dip in achievement. More significantly perhaps, it is during these transitional phases that confidence and motivation in the learner can be affected, which may impede learning later on. It is important that there is recognition of why these 'dips' are happening, and how they can be avoided, to ensure effective and powerful transitions to maintain powerful learning. It might be worth considering the following questions:

- what information is passed on or received at any of these transitional periods?
- how useful is it, and how helpful is it, in ensuring that every student continues to show progress in their learning?
- how could it be made more useful as a tool for planning for progression?

This guide is intended to provide practical support for teachers and subject leaders to help improve the effectiveness of the transitional processes. It will help schools to:

- evaluate how effective the transitional points are against **five key principles of powerful transition**
- be clear about what young people are expected to make progress in and achieve, both in and through PE, sport and dance
- understand how to collate, report and use information to enable young people to sustain a good rate of progress
- use good principles of curriculum design to ensure progression is built into the curriculum
- make appropriate judgements and collect evidence of pupil progress.



# What is transition?

Transition is the process of moving from one state to another. It is different from transfer, which is about moving from one place to another, or one teacher to another. In most schools the focus is currently on transfer. When young people move from one teacher to another, or from one school to another, they are preceded by information about their levels of achievement. For many teachers, the information does not provide sufficient detail for them to be able to plan for progression. Often teachers go through an extra process of assessment in order to be clear about the young person's:

- depth of knowledge and understanding
- range and quality of skills
- ability to make decisions based on good evaluation
- commitment to and degree of engagement in PE, sport and dance.

As a result of evidence indicating that the process of transfer is not effective in helping to maintain the rate of progress young people make (especially in Key Stage 3), we are now focusing on how we bring about smooth transitions as a better way forward.

The process of transition is focused more strongly on the young person and is designed to enable them to overcome the blocks and barriers that surround transfer and starting again. Transition is much more than just moving information and students from one place to another. It involves the gathering, passing on or carrying of important and useful information in ways that it can be received and understood, giving teachers a really clear picture of each young person. This will help to ensure that information received will be used to guide the next steps in students' learning which will help them to enjoy, achieve and continue to make progress at a good rate.



## To be successful, the process of transition requires:

- identification of **strengths and weaknesses\*** through effective assessment processes, **involving teachers, young people and parents**
- **collaboration between schools** to ensure communication routes are open and **that all pupils, including those most at risk, succeed**
- consultation between all parties, and especially between schools, to ensure common curriculum aims and expectations, and **effective teaching and learning.**

\* the sections in yellow highlight significantly different aspects of the Ofsted framework.

### Identification

- What do you know about the student?
- What is really important?

### Collaboration

- What would someone else need to know?
- How will you convey this information?

### Consultation

- Do you have a clear picture of each student?
- How will you use received information?

# How do you make transition powerful?

Transition, like transfer, can be an administrative procedure. To make it more than a chore, it needs to be designed in such a way that it becomes a powerful planning tool. The following five principles are the basis on which powerful transition experiences can be built.

## Five principles of powerful transition



# What do you want your young people to achieve through your provision for PE, sport and dance?

The overarching aims for the curriculum are that we want **all** young people to develop into:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

In PE and sport for young people there are two main aspects in which we need to see young people develop. These are reflected in the National Curriculum, the ten high quality outcomes, and aspects of the new inspection framework. The two aspects each have two parts to them which set out the specific areas in which we want to see progress over time.

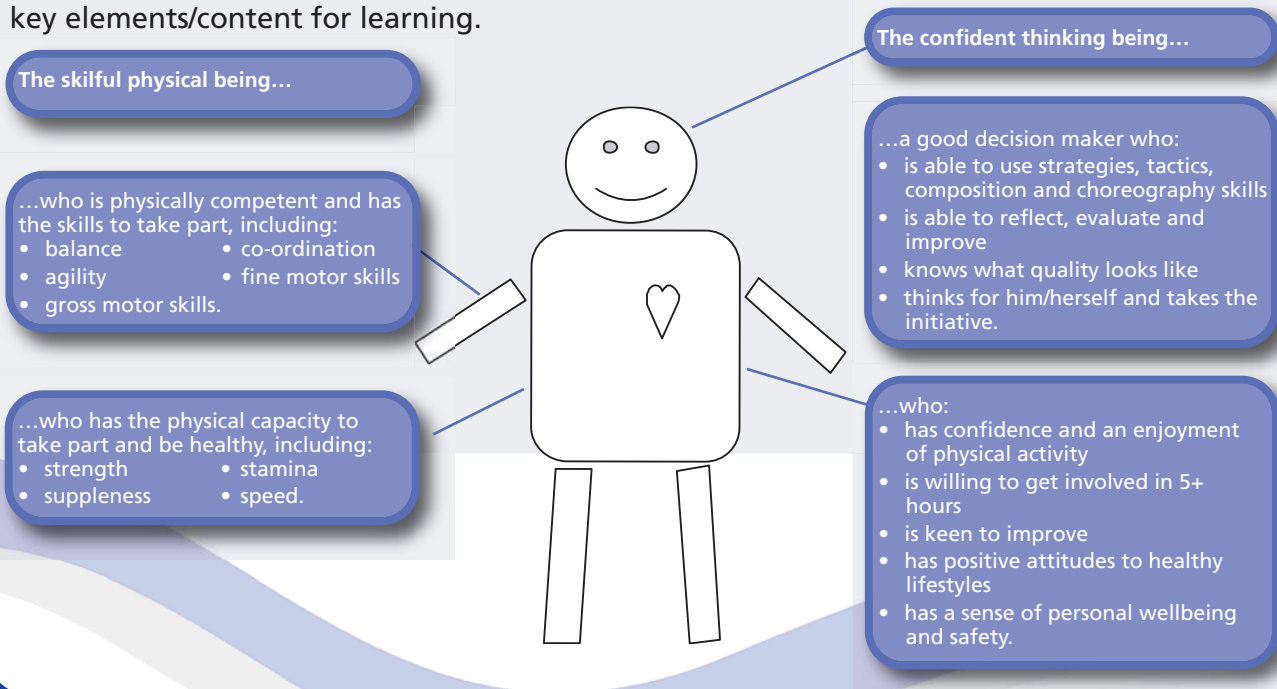
## Aspect 1: The skilful physical being

1. Body skilfulness – control, balance, co-ordination, dexterity (gross and fine motor skills) and specific techniques.
2. Physical growth and development – fitness and health – suppleness, strength, speed, stamina.

## Aspect 2: The confident, committed and thinking being

3. Decision making – strategy, tactics, composition, lifestyle choice (need to know what success looks like) – need to be able to think for themselves, know what they want to achieve and how to achieve it.
4. Involvement and engagement in regular physical activity with informed choice about routes and pathways – need confidence, desire to improve, willingness to get involved, enjoyment – deep understanding and concern about physical activity as part of a balanced lifestyle.

The two aspects are depicted in the following diagram and accompanied by headings of the key elements/content for learning.



These four areas link easily to the aims for the curriculum. They also have a strong relationship with the five outcomes of *Every Child Matters*. The following diagram indicates how they fit with the new inspection framework.

## What are we trying to achieve?

|  |  |   |   |  |
|--|--|---|---|--|
| <p><b>We want all our pupils to...</b></p> <p><b>(Ofsted framework outcomes)</b></p> | <p><b>...be confident learners who enjoy learning, achieve, feel included and valued and....</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>• interest, enthusiasm and engagement including</li> <li>• participation rates and 5 hour entitlement</li> <li>• attendance.</li> </ul>      | <p><b>...attain high standards.</b></p> <p><i>Indicators:</i></p> <p>National expectations</p> <ul style="list-style-type: none"> <li>• competence</li> <li>• performance</li> <li>• creativity</li> <li>• healthy lifestyles.</li> </ul> | <p><b>...make good progress and...</b></p> <p><i>Indicators:</i></p> <p>Progress relative to their starting points</p> <ul style="list-style-type: none"> <li>• skills</li> <li>• decision making</li> <li>• mental capacity</li> <li>• evaluating and improving</li> <li>• informed choices about healthy lifestyles.</li> </ul> | <p><b>...be successful learners.</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>• acquire knowledge</li> <li>• develop understanding,</li> <li>• learn and practise skills</li> <li>• develop their competence as learners.</li> </ul> |
| <p><b>(HQPE outcomes)</b></p>  | <p><i>Our pupils:</i></p> <ul style="list-style-type: none"> <li>• are committed (1)</li> <li>• understand what to achieve and know how to get there (2)</li> <li>• are confident (4)</li> <li>• think about what they are doing and make good decisions (7)</li> <li>• enjoy PE, sport and dance (10).</li> </ul> | <p><i>Our pupils:</i></p> <ul style="list-style-type: none"> <li>• are skilful (5)</li> <li>• willingly take part in all activities (6)</li> <li>• have a desire to improve (8).</li> </ul>   |   |  |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
| <p><b>...behave positively</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•good attitudes to learning</li> <li>•respect for others and environment</li> <li>•polite and considerate</li> <li>•manage their own behaviour.</li> </ul> | <p><b>...feel safe in school.</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•understand issues relating to safety, such as bullying</li> <li>•seek support from the school should they feel unsafe.</li> </ul> | <p><b>...adopt healthy lifestyles.</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•know and understand factors that impact on their physical, mental and emotional health</li> <li>•attitudes to these factors</li> <li>•take action in school to improve aspects of their health.</li> </ul> | <p><b>...responsible individuals who contribute to wider community.</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•take on responsibility and play a part</li> <li>•engage in decision making or consultation</li> <li>•the difference pupils make to school and community</li> <li>•school clubs and fixtures</li> <li>•volunteering and leadership</li> <li>•PESSYP 5 hours.</li> </ul> | <p><b>...have the skills for work and life (including attendance).</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•skills in oracy, literacy, numeracy and ICT</li> <li>•skills and personal qualities which will serve them well in education, training, employment and their future lives</li> <li>•understand their future options and develop aspirations.</li> </ul> | <p><b>...develop socially, morally, spiritually, culturally.</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>•personal insight and purpose</li> <li>•understanding of society is shared and agreed values</li> <li>•skills and personal qualities necessary for living and working</li> <li>•understanding of their own culture and those of others locally, regionally and nationally.</li> </ul> |
|  |   | <p><i>Our pupils:</i></p> <ul style="list-style-type: none"> <li>• understand PE, sport and dance are important in healthy lifestyles (3)</li> <li>• have stamina, suppleness and strength (9).</li> </ul>  |  |   |   |

## How do we see progression in the four areas?

For the purposes of powerful transition we need to develop clear pictures of what is evidence of progression in the following four areas:

- physical skilfulness and competence
- physical growth and development
- good decision making
- confidence and enjoyment of physical activity.

We have evidence of progression if we see young people:

- developing physical competence – balance, co-ordination, agility and dexterity
- working physically and growing and developing their body systems and structures
- experiencing increasing enjoyment and success
- developing a love for physical activity and the confidence to get involved
- developing knowledge and understanding about how to succeed and what decisions to make in a range of activities
- developing knowledge and understanding about what's good quality movement and performance and what to do to improve it and make progress
- developing understanding about how physical activity is part of healthy living.



# Principles of curriculum design for progression

There are two ways in which you can set out progression in the curriculum:

1. through the assessment criteria
2. through the increasing pitch and challenge of the tasks set.

## Using level/grade descriptions

Over the last 15 years we have come to rely on assessment criteria (from level and grade descriptions) as the way to recognise progression in learning. When used well, they can be a helpful aid in describing the difference between grades or levels of attainment by setting out broad indicators of steps in progression. The main weakness of criteria used for assessment is that the words describing attainment are used for the purposes of a one-off assessment or judgement and are often translated into a summary number or letter. When it is this letter or number that is passed on at the point of transition, it does not provide the level of information needed to plan for progression. It is used to represent the whole description of the grade or level and does not provide a clear picture of strengths and weaknesses.

## Using Assessing Pupils Progress evidence descriptions

Assessing Pupils Progress (APP) has been developed and is being used in the core subjects. The principles of APP are that they provide the evidence that you will see or hear that relates to a specific level. The descriptions provide a range of evidence that you will see or hear that will indicate the criteria for the level or grade has been met.

When comparing the evidence of learning across a range of young people, it is highly likely that each learner achieving the same summary level will show a completely different profile of strengths and weaknesses. Using the detail of the evidence, rather than the level criteria, as the information that accompanies transition provides more of the detail needed to support good planning.



For example, if you analyse the record of six pupils in the following diagram you will see that each learner has a different profile of strengths and weaknesses. The individual profiles for students 1, 2 and 4 indicate they have all attained a level 4; whilst those for students 3, 5 and 6 indicate an overall level 5. Each student, though, is unique and has their own profile of strengths and weaknesses. Teacher and student can focus in on what each needs to learn next and adapt the programme of learning to make sure the material is personalised to their individual needs.

NB. The statements matched by a red box indicate that there is clear evidence the description has been achieved. An amber box means that there is emerging evidence of achievement. A pink box indicates that the evidence has been exceeded.

|                               | Student ID  | 1     | 2     | 3     | 4     | 5     | 6     |
|-------------------------------|---|-------|-------|-------|-------|-------|-------|
| <b>Level 4</b>                |   |       |       |       |       |       |       |
| <b>NF5</b>                    | <b>Across a range of activities</b>   |       |       |       |       |       |       |
| <b>Competence and skill 1</b> | Links a range of skills together and performs them with control and some degree of accuracy and precision             | Red   | Amber | Red   | Red   | Red   | Amber |
| <b>Competence and skill 2</b> | Chooses appropriate skills to have a positive effect on the performance   | Amber | Red   | Amber | Red   | Red   | Red   |
| <b>Competence and skill 3</b> | Applies skills effectively across a range of activities.  | Amber | Red   | Amber | Amber | Amber | Red   |
| <b>Grow and develop 1</b>     | Describes a range of effects of exercise on the body systems and structures with some accuracy                        | Red   | Red   | Amber | Amber | Amber | Amber |
| <b>Grow and develop 2</b>     | Describes when strength, speed, stamina and suppleness are required in performances with some accuracy                | Red   | Amber | Amber | Red   | Amber | Amber |
| <b>Grow and develop 3</b>     | Demonstrates some improvements in strength, speed, stamina and suppleness across activities                           | Amber | Red   | Amber | Red   | Amber | Amber |
| <b>Good decisions 1</b>       | Compares and comments on own and others performance with some accuracy  | Red   | Red   | Amber | Amber | Amber | Amber |
| <b>Good decisions 2</b>       | Uses information available to suggest ways for their own or other's improvement of performance                        | Red   | Red   | Amber | Amber | Amber | Amber |
| <b>Good decisions 3</b>       | Recognises a good performance and articulates the reasons why   | Red   | Red   | Amber | Red   | Red   | Amber |
| <b>Confidence and love 1</b>  | Usually engages in lessons with a willingness to participate  | Red   | Red   | Amber | Amber | Amber | Red   |
| <b>Confidence and love 2</b>  | Often attends practices and clubs when easy to do so  | Amber | Red   | Amber | Amber | Amber | Amber |
| <b>Confidence and love 3</b>  | Always has kit and shows an interest in what is going on  | Amber | Red   | Amber | Amber | Amber | Amber |
| <b>Level 5</b>                |   |       |       |       |       |       |       |
|                               | <b>Across a range of activities</b>   |       |       |       |       |       |       |
| <b>Competence and skill 1</b> | Uses a range of skills linked together and performed consistently with accuracy and fluency                           | Amber | Red   | Amber | Amber | Amber | Red   |
| <b>Competence and skill 2</b> | Modifies skills whilst performing in response to changing conditions  | Amber | Red   | Red   | Amber | Amber | Amber |
| <b>Competence and skill 3</b> | Consistently performs a wide range of skills confidently  | Amber | Red   | Red   | Red   | Red   | Red   |
| <b>Grow and develop 1</b>     | Explains the effects of exercise on the body systems and structures, identifying the impact on performance            | Amber | Amber | Red   | Red   | Red   | Red   |
| <b>Grow and develop 2</b>     | Explains how speed, stamina and suppleness and strength contribute to successful performance                          | Amber | Red   | Red   | Red   | Red   | Red   |
| <b>Grow and develop 3</b>     | Demonstrates improvements in strength, stamina, speed and suppleness across a range of activities                     | Amber | Red   | Red   | Red   | Red   | Red   |
| <b>Good decisions 1</b>       | Analysis and comments accurately on their own and others' performance and how they are applying skills and techniques | Amber | Amber | Red   | Red   | Red   | Red   |
| <b>Good decisions 2</b>       | Uses information to modify and refine skills and techniques to improve performances and skill practices               | Amber | Amber | Red   | Red   | Red   | Red   |
| <b>Good decisions 3</b>       | Consistently recognises good performance and explains reasons why it is good  | Amber | Amber | Red   | Amber | Amber | Red   |
| <b>Confidence and love 1</b>  | Makes informed choices about the activities they want to be involved in and attends regularly                         | Amber | Red   | Red   | Red   | Red   | Amber |
| <b>Confidence and love 2</b>  | Takes the lead in small group activities in lessons and clubs   | Amber | Red   | Red   | Red   | Red   | Red   |
| <b>Confidence and love 3</b>  | Actively engages in all lessons demonstrating determination to participate and succeed                                | Amber | Red   | Red   | Red   | Red   | Red   |

## Recognising progression through pitch and challenge of the tasks set

The more secure way of recognising progression is by the tasks that young people are able to cope with. The recently published core task resource (QCA and PESSYP) provides a set of core tasks at a range of degrees of pitch and challenge suitable for different stages of development, for both the skilful physical being and the confident thinking being.

Core tasks are 'big tasks' that are suitable for performance. Learners work towards them over a period of time, gradually building the physical skills and development alongside the confidence and decision making, knowledge and understanding required to perform the tasks with quality. They make progress through the task, from early stumbling to increasingly fluent performance. When the task becomes too undemanding they will start working towards one with greater challenge. It is making the significant steps in pitch and challenge that indicates the progress a learner makes.



# Section 1

## The principles underpinning core tasks are that they:

1. are carefully designed at an appropriate pitch and challenge for the learner, taking into account previous learning and their maturity
2. provide authentic contexts for the learning required – they are relevant to the learner
3. provide a complete product for the learner to present to a defined audience
4. can be visualised by the learner – they are clear what they have to do and what 'good' looks like
5. show clear progression steps from earlier and onto later big tasks/questions.

(Casbon and Spackman 2003)

## Planning and preparing learners for the process of transition

For the purposes of transition it is important that the detail of the information received is clear enough to help with detailed short-and medium-term planning. This should include:

1. knowing the level or grade already achieved (*low importance*)
2. having clear evidence of the relative strengths and weaknesses of the learner that represent the level or grade (*medium importance*)
3. being clear about the degree of pitch and challenge appropriate for each learner (*high importance*).

To ensure the information is as comprehensive as possible, all three pieces of information need to be available. However, the only two that will help short and medium-term planning are points 2 and 3.

If schools used core tasks at key points of transition, especially across schools, it would help them to plan for the learner's next steps. This could be achieved if all learners were expected to work towards the performance of a core task as they start the next stage of learning with their new teacher or school. Simply ask them to 'perform' the core task they were working on last and use the written information available alongside it to help understand their strengths and weaknesses. If the 'performance' was developed and observed over two or three lessons, with time for supported rehearsal, the learner would:

- know what they were going to be showing their new teacher
- be confident that they know what they are doing and how to do it
- have the time to practise and be supported in preparing for the 'performance'
- have some choice in what they show and celebrate
- have an audience that will recognise and celebrate what they have already learnt and achieved.



If this were common practice amongst teachers and schools at key points of transition, then the five principles of powerful transition would be met. Teachers and pupils would have:

- clarity of expectation of achievement and attainment at point of transition because there would be knowledge of the core tasks being prepared (*agreement across teacher and schools and in curriculum plans*)
- a sense of the significance of the learner's achievements and the need to make progress because the work would be something to take with the learner as a mark of their latest learning or achievement (*the learner understands and holds the information needed*)
- a sense of challenge at the point of transition to provide aspiration for the learner and a feeling that they are expected to make progress (*the learner would know that the performance of their core task would enable them to see what the next challenge would be*)
- an opportunity for the learner to make choices about the direction they want to progress in and the key priorities for them to tackle to make progress (*they would know what their strengths and weaknesses were and could start to plan a personalised programme*)
- an opportunity for learners to share and celebrate what they have learnt and achieved with a credible audience (*they would know they would be performing to others*).



# The role of assessment

Assessment is integral to teaching and learning and to the development of meaningful information that supports planning for progression. The recording and transferring of information, as indicated earlier, is not as effective as it could be. It is important to ensure the principles of assessment are applied effectively.

QCDA states that effective assessment:

- puts the learner at the heart of assessment
- is integral to teaching and learning
- provides a view of the whole learner
- involves reliable judgements about how learners are doing related, where appropriate, to national standards.

QCDA has also identified three parts of assessment:

1. day-to-day assessment
2. periodic assessment
3. transitional assessment.



## Day-to-day assessment in which:

- learning objectives are made more explicit and shared with learners
- peer and self-assessment is in use
- learners are engaged in their learning and given constructive feedback
- questioning is used well to generate deeper thinking and better decision making
- evidence is generated of achievement and progress
- lesson plans are adapted to take account of learners' needs.

## Periodic assessment in which:

- a broader view of progress is taken across the subject for teacher and learner
- national standards are used in the classroom when available
- reviews of learner progress lead to action
- improvements to medium-term curriculum planning are made

## Transitional assessment which:

- formally recognises learners' achievement
- reports to parents or carers and future teacher(s)
- makes good use of appropriate internal and external tests and tasks, e.g. core tasks.

[www.qcda.gov.uk/curriculum/assessment](http://www.qcda.gov.uk/curriculum/assessment)

While the descriptions are helpful, there is a need to look at ideas about how transitional assessment is seen in action. In PE:

- **formally recognising learners' achievements** should feel like a celebration of success. Learners should feel that they are individuals who are valued and whose full range of achievements have been recognised and celebrated. Using reports and other paper products are often a shorthand method for recognising what has been achieved. Celebrating and sharing events with a chosen and valued audience are often more effective. This could be through live performances or in short videos that are stored on 'facebook' style electronic systems.
- **reports to parents or carers and future teacher(s)** should be clear about strengths and areas for focus and improvement that are agreed with the learner. These are best when accompanied by suggestions and ideas for the learners to consider suggesting what they could do in order to bring about improvement and progress. The process of APP is very valuable here.
- there should be **good use made of appropriate internal and external tests and tasks**. Core tasks are very useful for setting out expectations and showing achievement and progression from previous core tasks. They are the basis of a good portfolio of progression.

For successful transition it is critical that the student has confidence in themselves and their achievements. The processes of assessment need to support students in this. At the point of transition it is important to consider how to provide clear information about what has been achieved and the next steps needed to make progress in ways that:

- make each learner feel valued
- develop each learner's self-belief
- encourage and enable them to develop good attitudes towards engaging in PE and being successful in PE
- support them in developing real aspirations in and through PE.

The single mark, level or grade seldom achieves this. There is a need to explore alternatives suggested in this guidance.



# Collecting, sharing and gathering evidence

With young people taking part in PE, sport and dance, in school, clubs and the community, there are many people who witness what they do, learn and achieve. The task of providing a record to support transition is not necessarily that of the teacher alone. Although schools have a central role in designing the transition information and communication media, it is only the learner who is involved in all that they do and learn.

There are schools that are developing safe 'profile' sites on which learners can record not only what they think they have achieved in terms of grades and levels, but also the evidence that supports the judgement. This is moderated by staff, selected peers, parents (on occasions) and senior leaders. As the best evidence of what has been learnt and achieved is what is seen in physical performance, the use of video with self- and peer-evaluations is growing.

The process of transition is most powerful when the learner is at the heart and is the carrier of the information. For teachers receiving information there is a need to know not only what judgements have been made about the young person's ability in PE, but also:

- what their main interests are
- how they like to learn
- in which groups they are most comfortable
- the pitch and challenge at which they are able to cope
- what they enjoy about learning in PE and what inspires them
- what they are like as individuals.



Some schools invest real time in transition from primary to secondary. Some of the approaches they use include:

- each teacher having a direct link with a class from one or more primary schools
- using young leaders to support PE and sport activities in primary schools and act as mentors to pupils coming to their school
- keeping young people in close friendship groups when they first come to the school
- running one or two-night camps or residentials to develop confidence and good relationships – a good opportunity to share and celebrate core tasks
- asking learners to keep their own evidence of learning and use it as a discussion for planning.

Each of these is designed to give the learner ownership of their learning and to ensure they feel safe, valued and supported. These are critical in good transition.



The early conversation with learners is vital. As suggested earlier, the sharing and celebrating of previous learning through the performance of their last/best core task is a real way of starting the conversation. This conversation might be even better if it was supported by a short one-page profile that the learner writes and brings with them, as in the following diagram.

I am...

I am good at...

I am happiest when...

I like the activities where I have to:

- work with others.
- be creative.
- etc.

I am most confident when...



I would really like to learn...

My last core task was...  
 • ....  
 And...

I think I need more time on this task.

I think I am ready to move onto a harder task.

I think this task is still too hard for me.

My greatest successes have been...

**What else would you need to know and how could it be presented?**

## Notes

## Notes

## References:

- *Matching teaching to learners' needs: Developing an effective learning environment:* [www.qcda.gov.uk/2010.aspx](http://www.qcda.gov.uk/2010.aspx)
- *Transfer and transition: Primary and secondary phases - Key Stage 1 into Key Stage 2:* [www.qcda.gov.uk/2020.aspx](http://www.qcda.gov.uk/2020.aspx)
- *Transfer and transition - 14-19:* [www.qcda.gov.uk/2022.aspx](http://www.qcda.gov.uk/2022.aspx)
- *The Qualifications and Curriculum Development Agency (QCDA):* [www.qcda.gov.uk/curriculum](http://www.qcda.gov.uk/curriculum)

*Association for Physical Education:* [www.afpe.org.uk](http://www.afpe.org.uk)

*Youth Sport Trust:* [www.youthsporttrust.org](http://www.youthsporttrust.org)

*Office for Standards in Education:* [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

*The National Strategies:* <http://nationalstrategies.standards.dcsf.gov.uk/>



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