# Learning and Assessment Plan Exemplar

Stage 2 Physical Education: Modified

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **P** | **E** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key Area 1: Personal Improvement  Key Area 3: Indoor and Outdoor Recreation and Sport | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Modified: Physical Education (20-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- |
| Critical and Creative thinking | Personal and Social |
| 1 | Weekly swimming lessons – focus on skills development  Student participates in 40-minute swimming lesson each week and works with swimming instructors either individually or in small groups. Swimming Teacher, as an expert in their field, provides feedback.   1. Student gets organised and ready for swimming as independently as possible. 2. Student follows instructions given by swimming instructor.   Student practices stroke correction including arm and leg movements. |  | P | Student record of achievement that includes:   * teacher’s or instructor’s notes * digital image/s   and that may include feedback from student and/or others, e.g. School Services Officer (SSO), carer, family member. |
| 2 | Weekly swimming lessons – focus on building stamina and increasing fitness levels  Student participates in 40-minute swimming lesson each week and works with swimming instructors either individually or in small groups. Swimming Teacher, as an expert in their field, provides feedback.   1. Student participates in swimming activities for the duration of the entire lesson. 2. Student builds on his ability and fitness levels by increasing the duration of activities, as instructed by the swimming instructor.   Student increases the number of laps he initially could achieve at the beginning of the year. |  | P | Student record of achievement that includes:   * teacher’s or instructor’s notes * digital image/s   and that may include feedback from student and/or others, e.g. School Services Officer (SSO), carer, family member. |
| 3 | Weekly swimming lessons – focus on activities for fun and enjoyment  Student participates in 40-minute swimming lesson each week and works with swimming instructors either individually or in small groups. Swimming Teacher, as an expert in their field, provides feedback. Student demonstrates having fun and enjoyment as he:   1. participates in team water games organised by the swimming instructor 2. attempts to dive or collect objects placed under water   attempts to have a turn on the waterslide, assisted or unassisted. |  | P | Student record of achievement that includes:   * teacher’s or instructor’s notes * digital image/s   and that may include feedback from student and/or others, e.g. School Services Officer (SSO), carer, family member. |
| 4 | Participation in weekly T-Ball sessions for a school term  Student works with teachers and SSOs to assist with the development of skills and smooth organisation of the game. Assistance is offered, as required.   1. Student shows the ability to get organised for sport as independently as possible (hat, sunscreen, equipment). 2. Student further develops an understanding of rules of the game. 3. Student takes turn to be a Team Captain and further demonstrates good sportsmanship by encouraging others’ participation and congratulating peers on their efforts and positive behaviours.   Student is a team player and further demonstrates good sports-ship amongst teammates. | P | P | Student record of achievement that includes:   * teacher’s notes * digital image/s   and that may include feedback from student and/or others, e.g. School Services Officer (SSO), carer, family member. |
|  | Participation in weekly Golden Child sessions for a school term  Student works with teachers and SSOs to assist with the development of skills and smooth organisation of the game. Assistance is offered, as required   1. Student gets organised for sports as independently as possible (hat, sunscreen, equipment). 2. Student further develops an understanding of rules of the game. 3. Student takes turn to be a Team Captain and further demonstrates good sportsmanship by encouraging others’ participation and congratulating peers on their efforts and positive behaviours.   Student is a team player and further demonstrates good sport-ship amongst teammates. | P | P | Student record of achievement that includes:   * teacher’s or instructor’s notes * digital image/s   and that may include feedback from student and/or others, e.g. SSO, carer, family member. |
|  | Participation in Tennis SA sessions  Tennis SA provides professional coaching services. Students work with teachers and SSOs to assist with the development of skills and smooth organisation of the session. Assistance is offered, as required.   1. Student gets organised for tennis as independently as possible (hat, sunscreen, drink bottle). 2. Student further develops ball-hitting skills. 3. Student further develops an understanding of how to hit the ball with the tennis racquet.   Student practises hitting the ball over the net. |  | P | Student record of achievement that includes:   * teacher’s or instructor’s notes * digital image/s   and that may include feedback from student and/or others, e.g. SSO, carer, family member. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Further develop physical skills, abilities and sports-ship (to encourage lifelong involvement in recreational activities).* |
|  | 2 | *Participate in physical activities (to further enhance feelings of wellbeing).* |
|  | 3 | *Further identify and engage in activities with community members and facilities that may be of benefit after leaving school.* |

*Three to five assessments for a 10-credit subject.*

*Capabilities:*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*