ARRIVAL ACTIVITY

What do you most want children to gain from primary physical education?

- Top 3 things – make an individual list
- Compare your list to someone else on your table

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ASSESSING MOVEMENT COMPETENCE IN THE PRIMARY SCHOOL

Dr Jordan Wintle
& Keiran Montagu

UNIVERSITY OF GLOUCESTERSHIRE

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WORKSHOP AIMS

- To develop an understanding of why movement competence is foundational to high-quality primary physical education.
- To explore practical, reliable and developmentally appropriate approaches to assessing movement competence.
- To examine how Athlete Tracker can inform teaching, adaptive practice, and targeted pupil support.
- Think - Act - Change

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MOTOR COMPETENCE

"Motor competence can be described as a person's ability to execute a variety of motor actions, including the coordination of fine and gross motor skills. These are necessary to participate in activities in everyday life, including play and physical activity"
(Ofsted, 2022)

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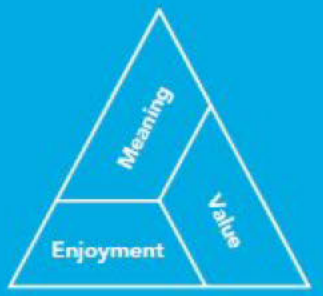
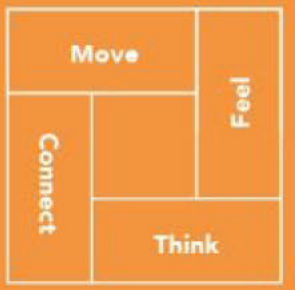
WHY MOVEMENT COMPETENCE MATTERS

Physical literacy is our relationship with movement and physical activity throughout life.

A personal relationship
Having a positive and meaningful association with movement and physical activity.



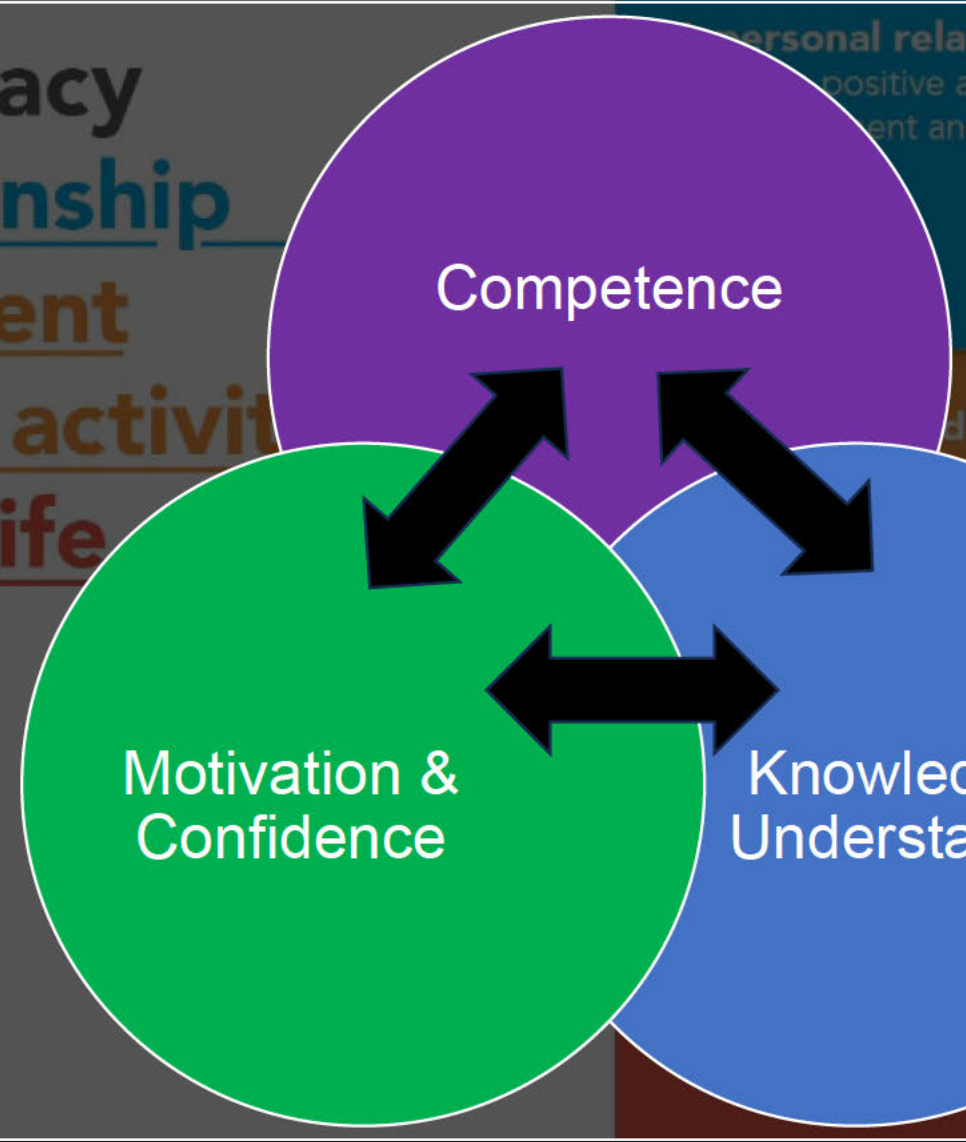
Movement and physical activity
How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.

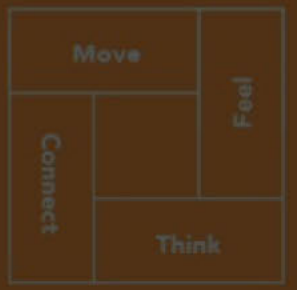


Throughout life
Influenced across the lifecourse by individual, social and environmental factors.

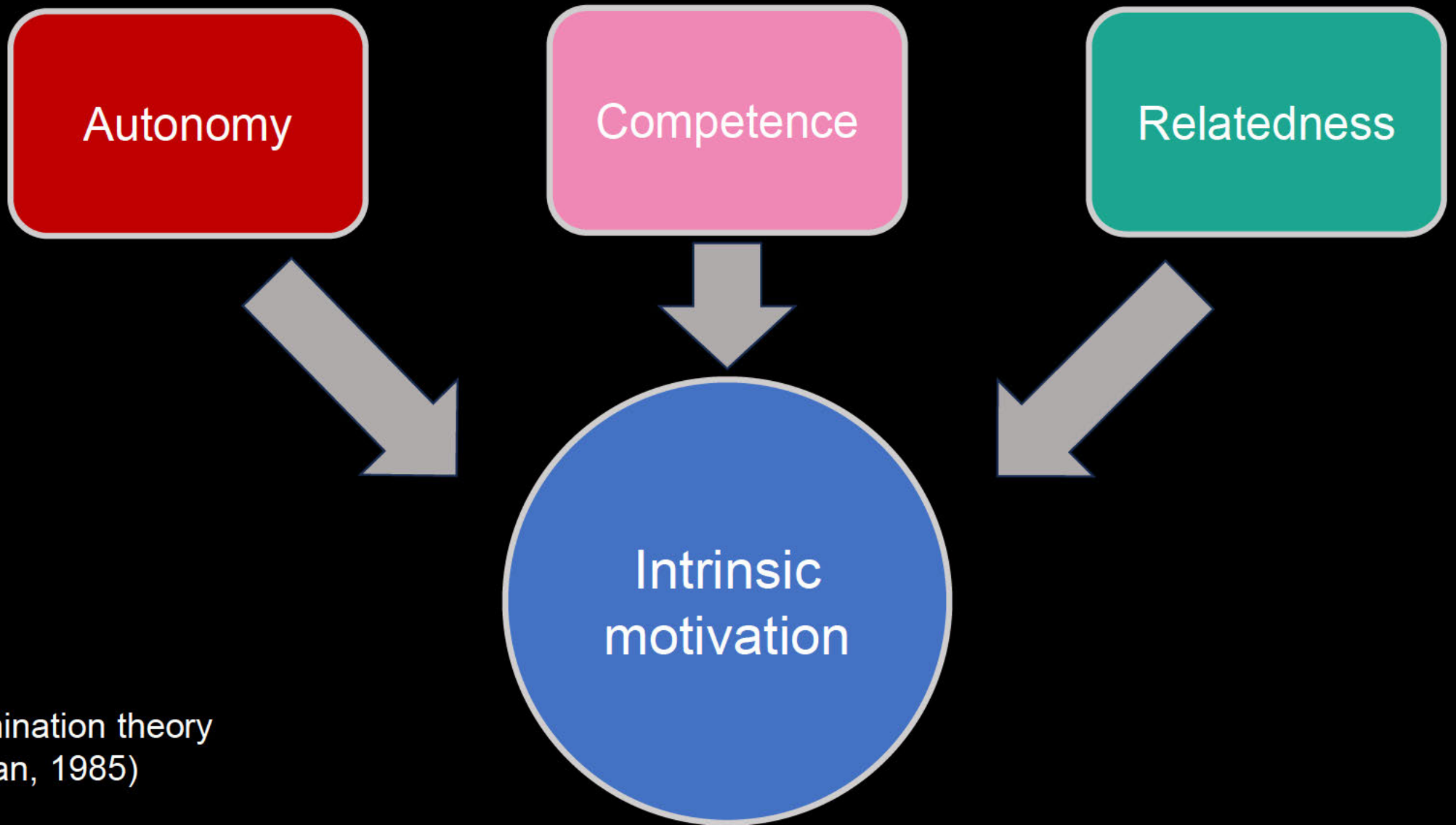
WHY MOVEMENT COMPETENCE MATTERS

Physical literacy is our relationship with movement and physical activity throughout life





WHY MOVEMENT COMPETENCE MATTERS



Self-determination theory
(Deci & Ryan, 1985)

MEANINGFUL EXPERIENCES (Beni, et al., 2017)

SOCIAL INTERACTION

CHALLENGE

MOTOR COMPETENCE

FUN

PERSONAL RELEVANCE

DELIGHT

WHY MOVEMEN TERS

Curriculum and Assessment Review

Building a world-class

Sports Med (2018) 48:1845–1857
https://doi.org/10.1007/s40279-018-0923-

SYSTEMATIC REVIEW

Exploring Interventic A Systema

Alexander C. En
Louise L. Hardy

Published online: 21
© Springer Internatio

Abstract

Background Phys fits, yet few chil mendations. In s fundamental move physical activity tionship exists in *Objectives* The ai interventions for i aged 3–5 years an where possible, if change in FMS ar *Methods* A syste conducted up unt implemented an levels (objective/s thy children betw included. Sub-anal intervention (teac sions per week (<

Electronic supplem article (https://doi.org mentary material, wh

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Prevention Research Collaboration, S Health, The University of Sydney, Cl D17, Level 6, The Hub, Sydney, NS

Ofsted
raising standards
improving lives

Research and analysis

Levelling the playing field: the physical education subject report

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[redacted]

Medicine (2022) 52:875–920
://doi.org/10.1007/s40279-021-01516-8

STEMATIC REVIEW

gitudinal and Health

ladia C. Valentini[5] ·
E. Robinson[11] · Ali Brian[4] ·

IC) in children's physical activity

ongitudinal and experimental evi-

ducted in accordance with the Pre- eparate searches were undertaken RIC, Medline (OVID), PsycINFO, identified through abstract and title 3 articles identified for extraction. adolescents first assessed between PA, weight status, perceived MC, excluded. Longitudinal or experi- was calculated for each pathway oordination/stability) by dividing direction by the total associations inconsistent (34–59%), or a posi- g evidence (i.e., ++or −−) when terest was three or fewer, this was

MC and weight status. There was the reverse. There was indetermi- re was insufficient evidence for the MC/PA pathway in both directions. C and no evidence for the reverse. stent with the model authored by he field needs robust longitudinal ltiple time points and account for MC relative to change in the other

nded author information available on the last page of the article

[redacted]

WHY MOVEMENT COMPETENCE MATTERS

Children who move better, move more, experience greater meaning in movement, and therefore, have greater access to the multitude of benefits associated with physical activity involvement – including physical, social, academic and psychological elements.

(Bailey et al., 2013; Barnett et al., 2016; Biddle et al., 2015; Côté & Vierimaa, 2015; Department for Education, 2025; Engel et al., 2018; Fletcher et al., 2021; Haga, 2009; Howie & Pate, 2012; James et al., 2023; Logan et al., 2015; Martín-Rodríguez et al., 2024; Tahira, 2022; Wang et al., 2023; Wilhite et al., 2023; Wilson et al., 2022; Zuckermean et al., 2022)

ASSESSMENT IN PRIMARY PHYSICAL EDUCATION

Current Assessment:

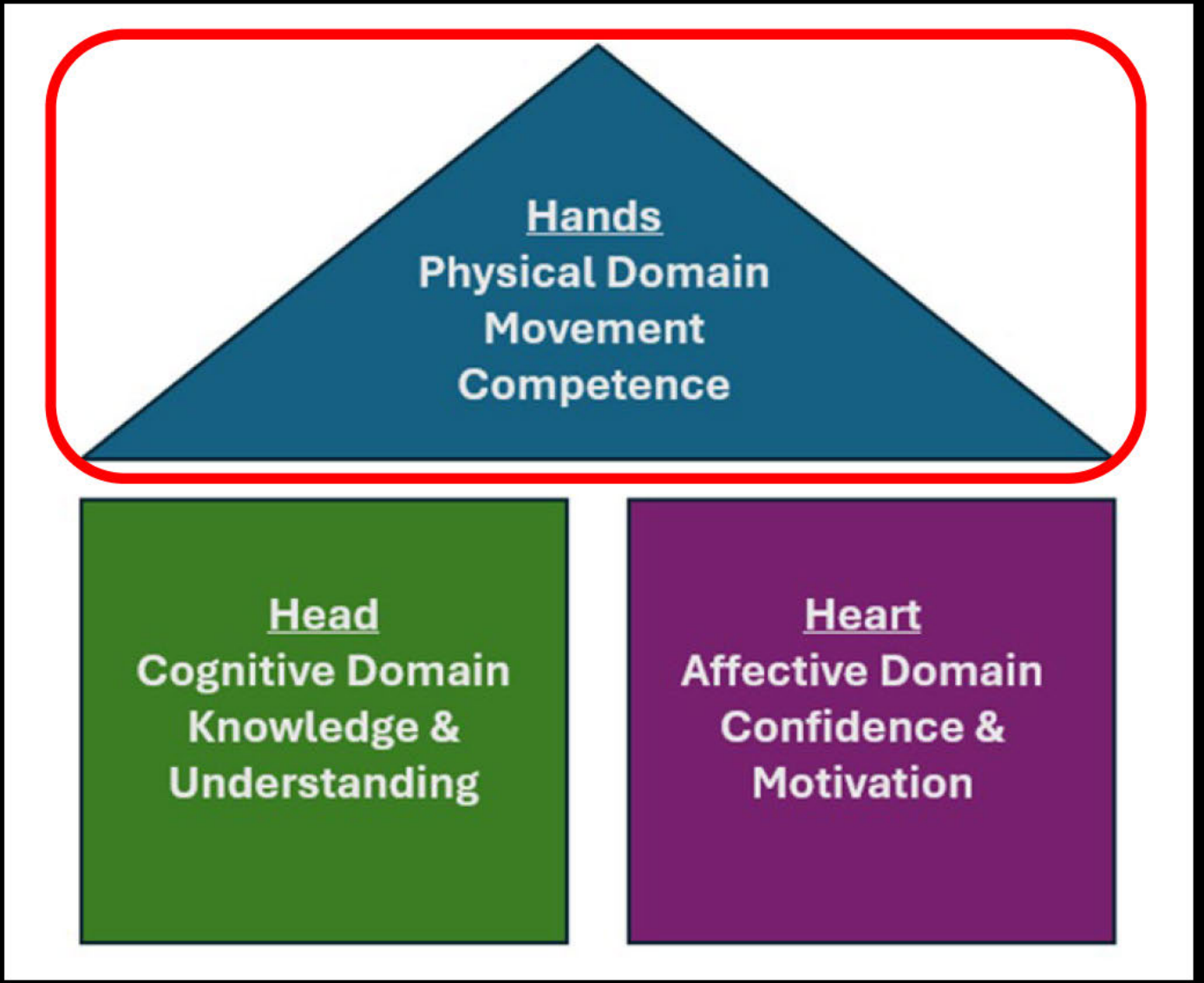
- What do you currently assess (if anything)
- How do you monitor progress
- What works well?
- What feels unclear or inconsistent?
- What prevents impactful assessment?

ASSESSMENT IN PRIMARY PHYSICAL EDUCATION

- Often depends on subjective observation, which tends to overlook children performing at the lower end of the ability spectrum (Bryant *et al*., 2020)
- Marginalised or treated superficially (Penney, 2020)
- An underdeveloped area in primary teacher training (Randall, 2019)
- A balanced and intentional approach to assessment is needed (Thompson & Penney, 2018)

HEAD, HEART, HANDS ASSESSMENT

(Frapwell, 2015)



ATHLETE TRACKER

- Involves six motor competence assessments that pupils undertake at regular intervals (once or twice per year)
- Expert design in collaboration with teachers
- Provides a comprehensive overview of each child's movement competence
- Individual, class and pupil group tracking

PRACTICE MATTERS

ASSESSMENT AND DEVELOPMENT OF MOTOR COMPETENCE IN PRIMARY PE

THE ATHLETE TRACKER

Keiran Montagu and Jordan Wintle

INTRODUCTION

Physical education (PE) holds a unique position within the primary curriculum as it is the only subject explicitly grounded in the physical domain (Pickup & Randall, 2022). It provides a critical foundation for the development of physical literacy, encompassing motivation, confidence, physical competence, knowledge and understanding necessary for lifelong engagement in physical activity (Durden-Myers *et al*, 2018). Early experiences in movement are central to this process, with motor competence widely recognised as a key precursor to physical activity participation (Logan *et al*, 2015). Research has consistently shown that children who develop fundamental movement skills (FMS) in their early years are more likely to be active, confident and willing to engage in physical pursuits as they grow older (Barnett *et al*, 2016).

Despite more than a decade of targeted investment through the Primary PE and Sport Premium in England, trends in children's motor competence and physical activity levels remain stagnant or in decline (Ofsted, 2022; Sport England, 2024). A major limitation in evaluating the impact of this investment lies in the reliance on self-reported data and teacher perceptions, with little objective evidence available to determine what children can do within the physical domain (Lindsey *et al*, 2020).

26 | PHYSICAL EDUCATION MATTERS | AUTUMN 2025

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ATHLETE TRACKER - ASSESSMENTS

Assessment	What is assessed?	Description
2-minute 10m shuttle run	**Cardiovascular endurance**	The 2-minute 10-metre shuttle run is a measure of endurance. It is a continuous shuttle run for 2 minutes between 2 spots placed 10 metres apart in a straight line. We record the total number of shuttles completed within the time.
Countermoven jump		ountermovement) ower-body explosive ieved.
10m sprint		r of timing gates and ed gates. 10 metre s also a practical
5 x 5m shuttle		n the ability to
Throw and cat		mini orange tennis ball d on how many times they can throw and catch the ball against a wall in a minute.
Speed dribble	**Foot-eye coordination**	A 10m straight line is set out with cones placed every 2 metres up to 10 metres (5 cones in total). The pupils dribble in and out of the cones, there and back, until they pass through the timing gate on the start line, where their time is measured.

Let's try some out…

Athlete Tracker

- Home
- Assess
- Analyse
- Improve
- Manage Athletes
- About Us
- How To Use
- Logout

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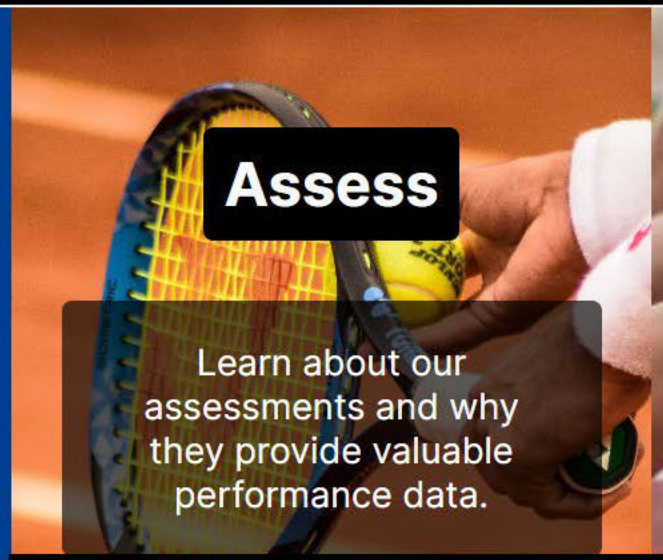

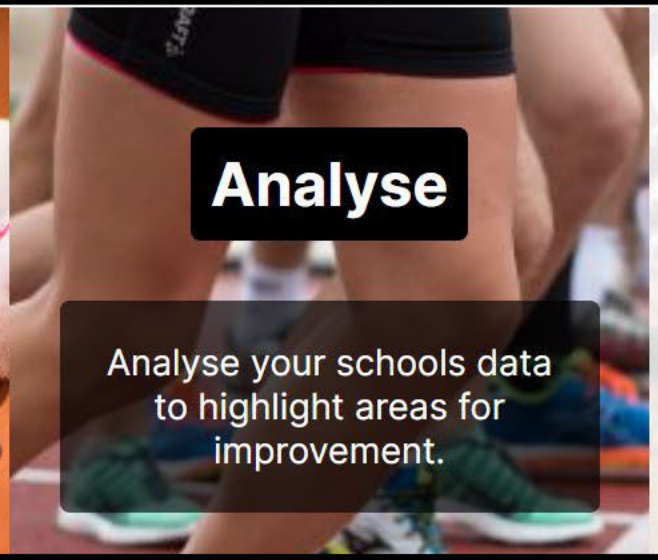

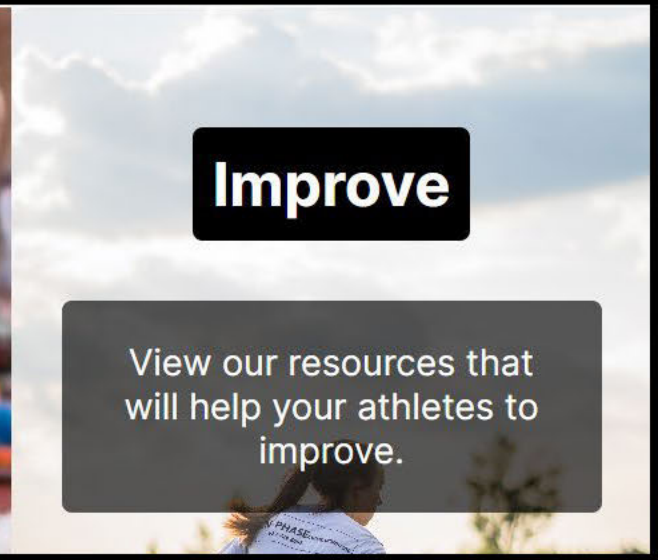

IMPACT

TRACKING

THIS CHALLENGE CARD BELONGS TO .....

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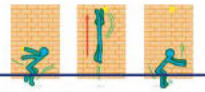
ATTEMPT	1	2	3	4	5	6	7	8	9	10
10 METRE SHUTTLE How many lengths can you do in 2 minutes? 										
SARGENT JUMP How high can you jump and touch the wall? 										
10 METRE SPRINT How quickly can you sprint 10 metres? 										
5x5 METRE SHUTTLE How quickly can you sprint 5 lengths of 5 metres? 										
THROW AND CATCH AGAINST A WALL How many catches with a tennis ball can you do against a wall from a metre away in 1min, either with or without a bounce? 										
DRIBBLING THROUGH OBSTACLES How quickly can you dribble through a 10m distance and back with obstacles every 2 metres? 										

DEVELOPMENT

KEY STAGE 2 **HAND-EYE CO-ORDINATION:** MONTAGU ACADEMY

DIAMOND BOUNCING DRILL

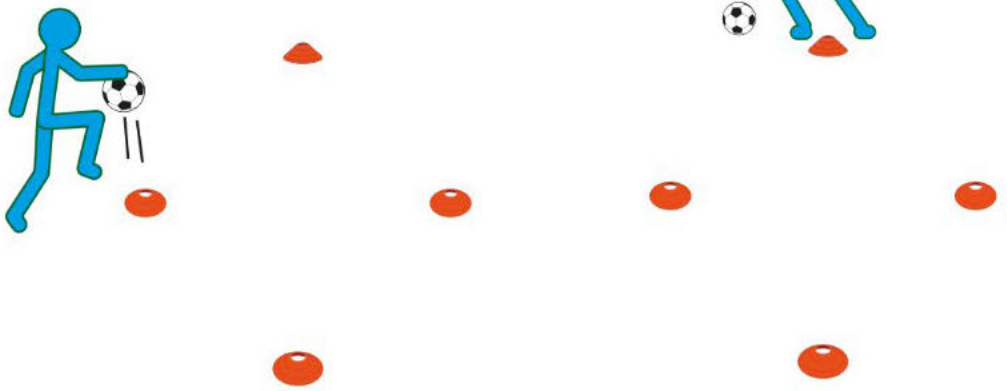
Cones/shoes set up in a diamond formation with each side a metre long.

2. Can you go around the outside of the diamond whilst bouncing the ball using both hands?

3. Can you bounce the ball around in the opposite direction?

4. Can you change direction mid-way through bouncing?

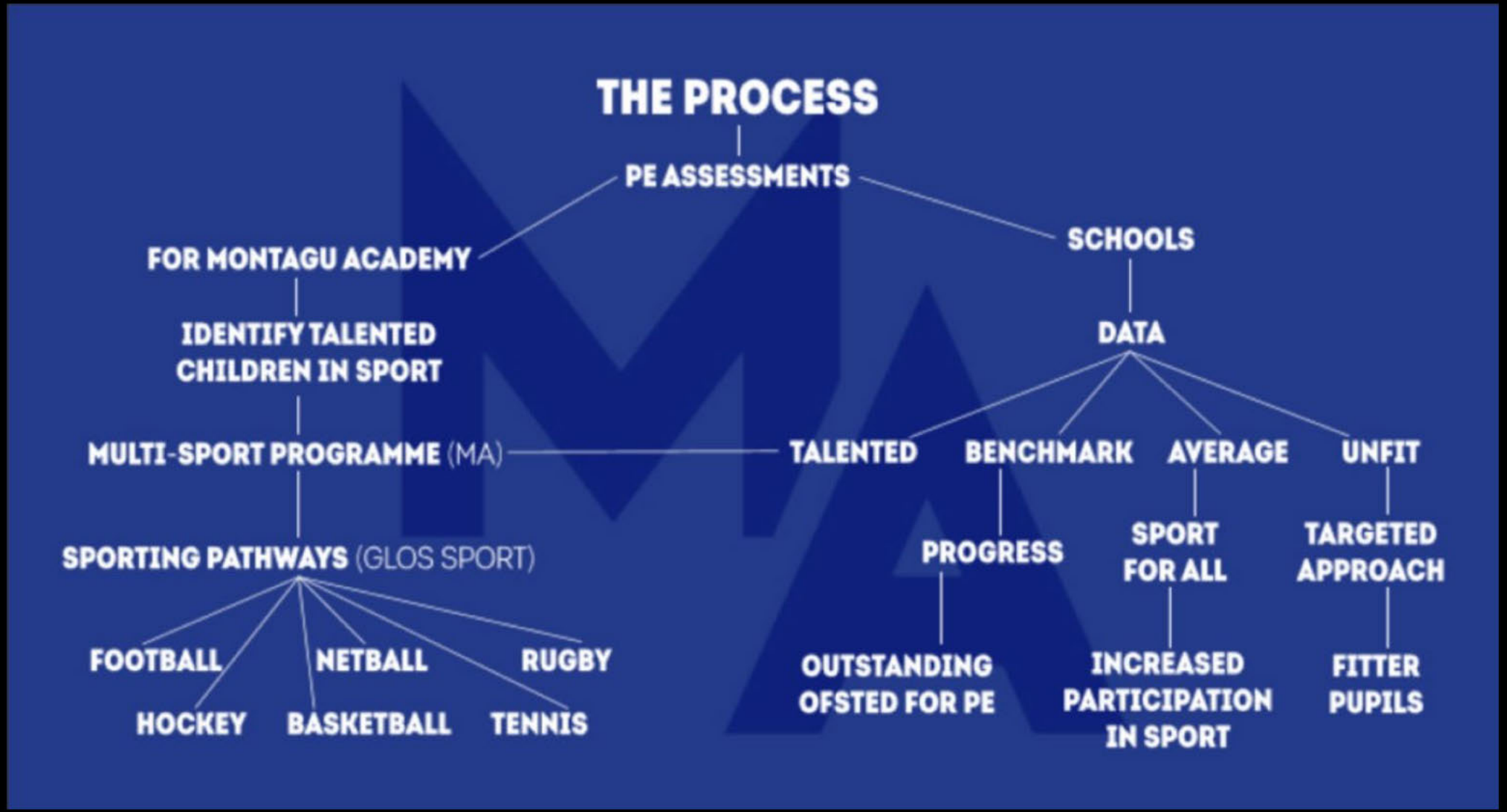
5. How many circuits/laps can you do with the ball in a minute? Can you beat your score?



Remember your score - can you beat it next time?

*Don't worry if you can't time it! Just practise and do as many laps/circuits as possible.

PATHWAYS


THE PROCESS
PE ASSESSMENTS
FOR MONTAGU ACADEMY
IDENTIFY TALENTED CHILDREN IN SPORT
MULTI-SPORT PROGRAMME (MA)
SPORTING PATHWAYS (GLOS SPORT)
FOOTBALL
NETBALL
RUGBY
HOCKEY
BASKETBALL
TENNIS
SCHOOLS
DATA
TALENTED
BENCHMARK
AVERAGE
UNFIT
PROGRESS
SPORT FOR ALL
TARGETED APPROACH
OUTSTANDING OFSTED FOR PE
INCREASED PARTICIPATION IN SPORT
FITTER PUPILS

SPORT PREMIUM GUIDANCE

Department for Education

Examples of how schools have used the PE and sport premium to help achieve improvements

- Developed a monitoring programme to assist with PE assessment, identifying pupils' strengths and areas for development, which leads to more focused support.

- Make use of online digital portals to measure PE attainment

QUESTIONS & FEEDBACK

Potential actions: -

- One idea/action to adopt immediately
- One aspect they want to explore further
- Any barriers to implementation in your context?

CONTACTS

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