

# Developing a physical literacy assessment for primary school children

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# Research Programme

Within two age groups:

- 3-7 year olds (key stage 1) and 7-11 year olds (key stage 2)

Three studies:

1. A systematic review
2. Qualitative research with children, teachers and experts
3. Recommendations for assessment framework





## Liverpool 2017

### The 'plan'



## Cardiff 2018

### Systematic review results

### Focus group data collection



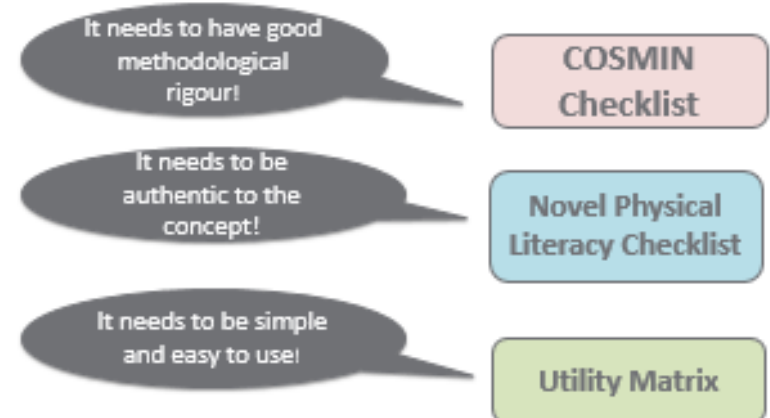
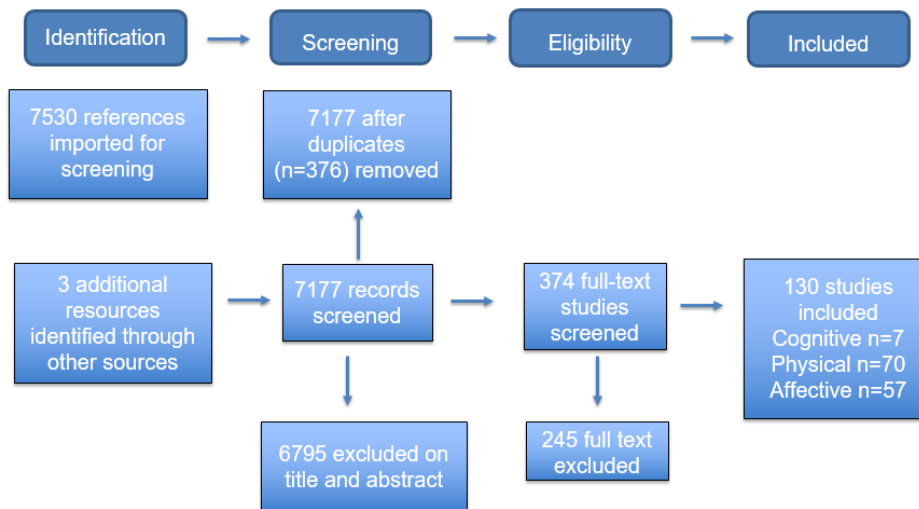
## Gloucester 2019

### Focus group results

# Systematic Review(s) Methods

- 6 databases searched between 12/5/17 and 29/1/19, using a predefined search strategy

Welcome to **PROSPERO**  
International prospective register of systematic reviews





# Conclusions from the Systematic Reviews

Lack of reporting  
of how tools are  
actually used in  
practice

Novel checklist provides  
information regarding  
assessments related to  
the domains of physical  
literacy



Lack of  
comprehensive  
and transparent  
reporting

Results highlight there is a lack of  
validated, feasible and  
philosophically authentic  
assessments of physical literacy, or  
of any of the individual domains

# Implications

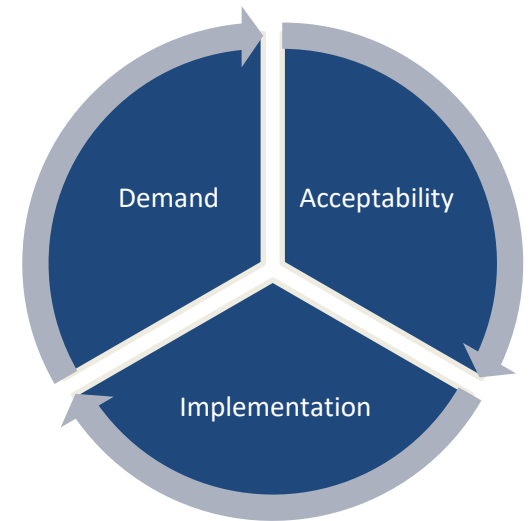
- More empirical research needed to develop existing assessments, or to develop a new tool
- Reporting should be more comprehensive and transparent
- More consideration should be given to how assessments are used in the practice



## Study 2- Stakeholder Perspectives

Aim: To explore key stakeholders views of current practice, future directions and effective implementation of physical literacy assessment.

- With a view to informing the development of a rigorous, authentic, and feasible physical literacy assessment
- Interactive focus groups with experts, teachers and children (both KS1 and KS2)
- Piloted in both age groups and adjustments made

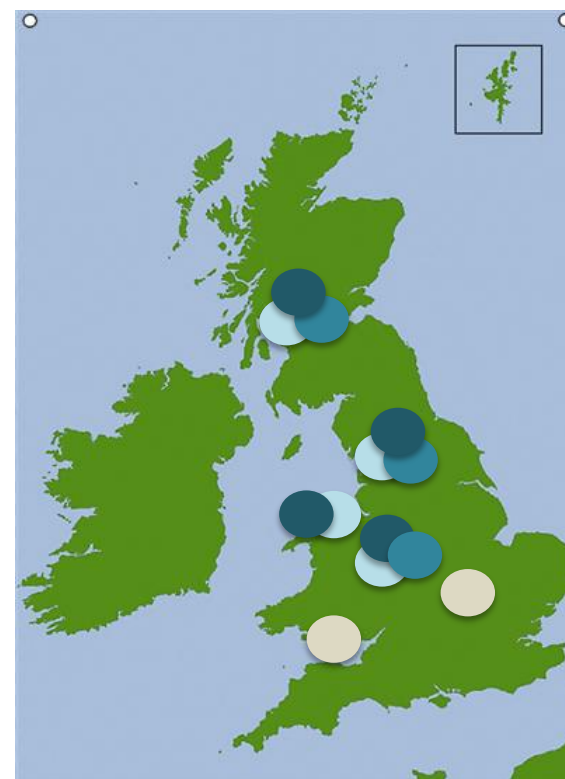


*Semi-structured interview guide based on feasibility guidelines (Bowen et al., 2009)*

# Participants

- 26 focus groups, conducted at 10 sites between June and December 2018
- 8 schools participated: percentage eligible for free school meals ranged from 5.9% to 43.9% and OFSTED ranged from RI to Outstanding
- Teachers included: PE co-ordinators (n=2) general class teachers (n=13) and teaching assistants (n=8)
- Experts: included academics (n=13) and practitioners (n=8), recruited at IPLA 2018 and via email

	Total Number of Participants	Number of Focus Groups	Mean Time (minutes)
KS1	39	7	31
KS2	57	10	28
Experts	21	3	65
Teachers	23	6	40



KS1

KS2

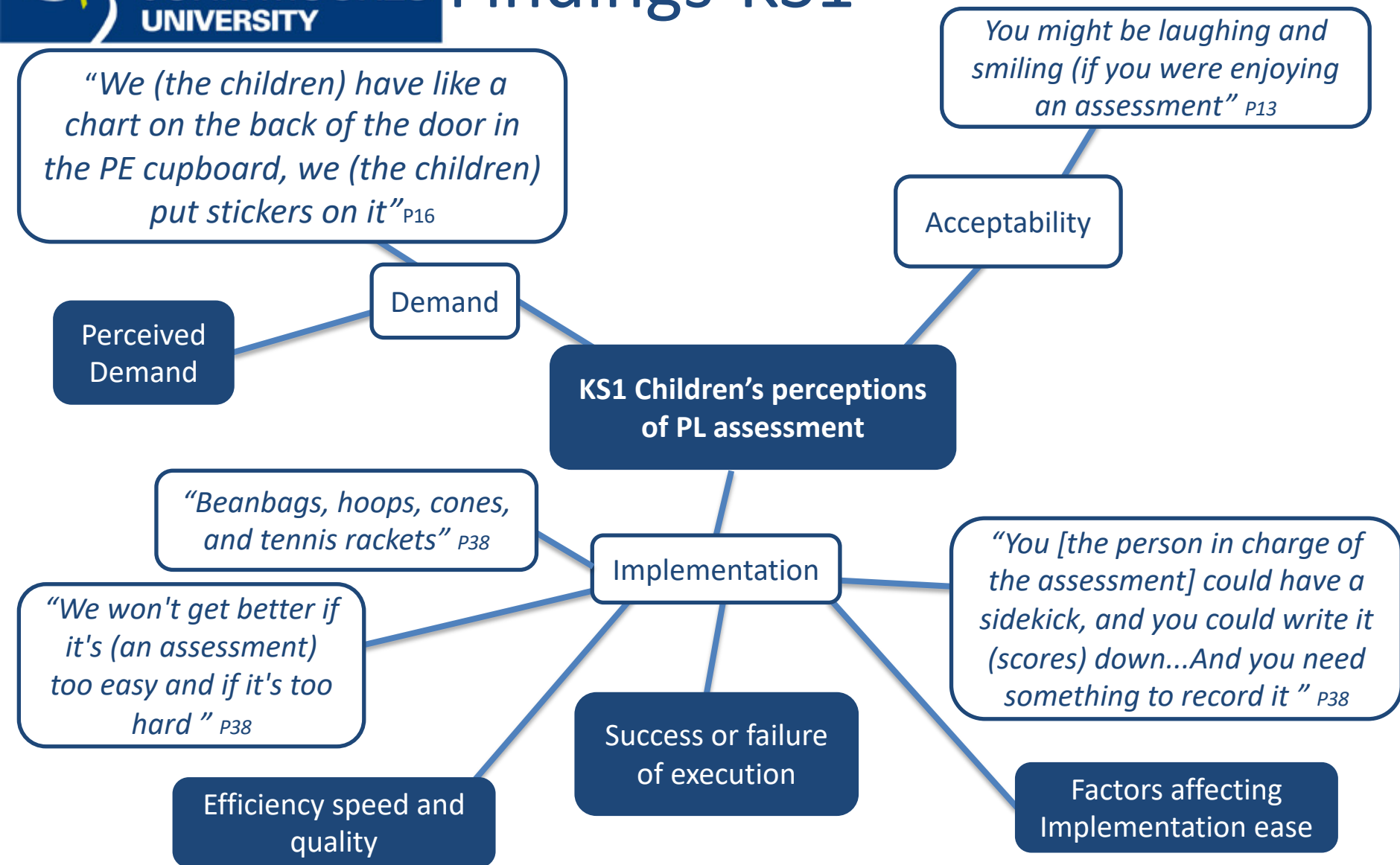
Teachers

Experts

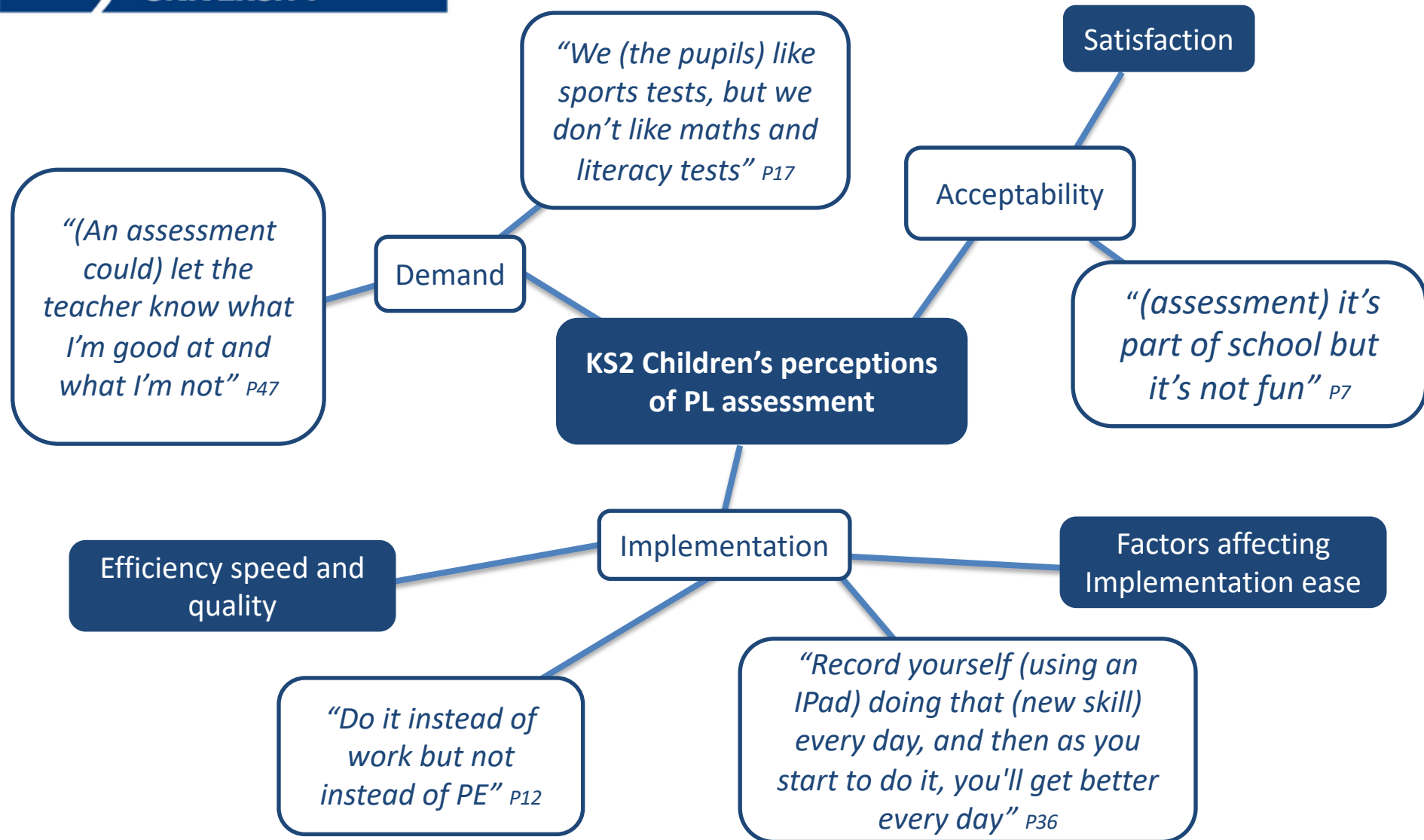
- Analysed using inductive and deductive thematic analysis (Braun & Clarke, 2006)
- Presented in pen profiles (Knowles et al., 2013)



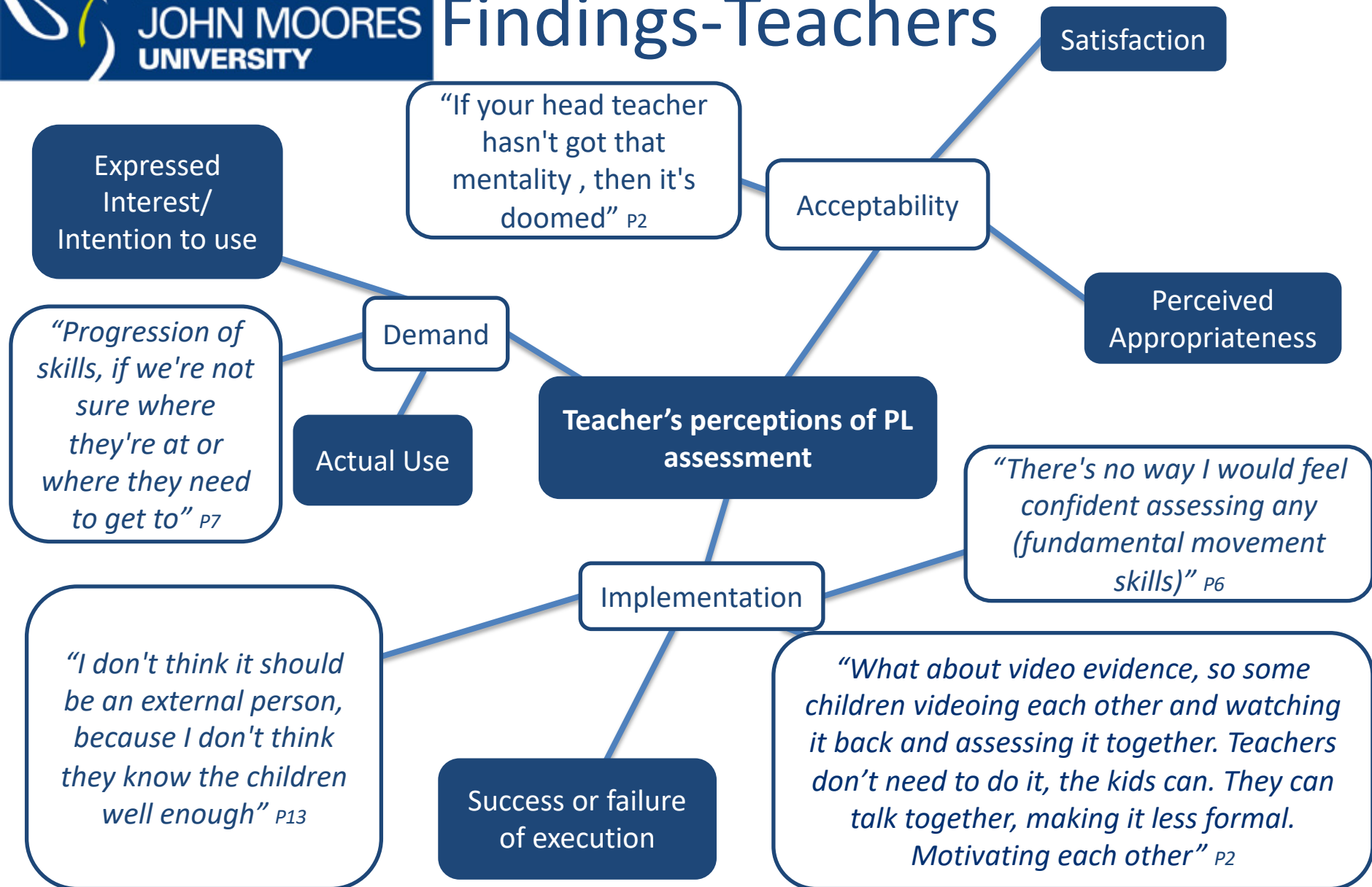
# Findings-KS1



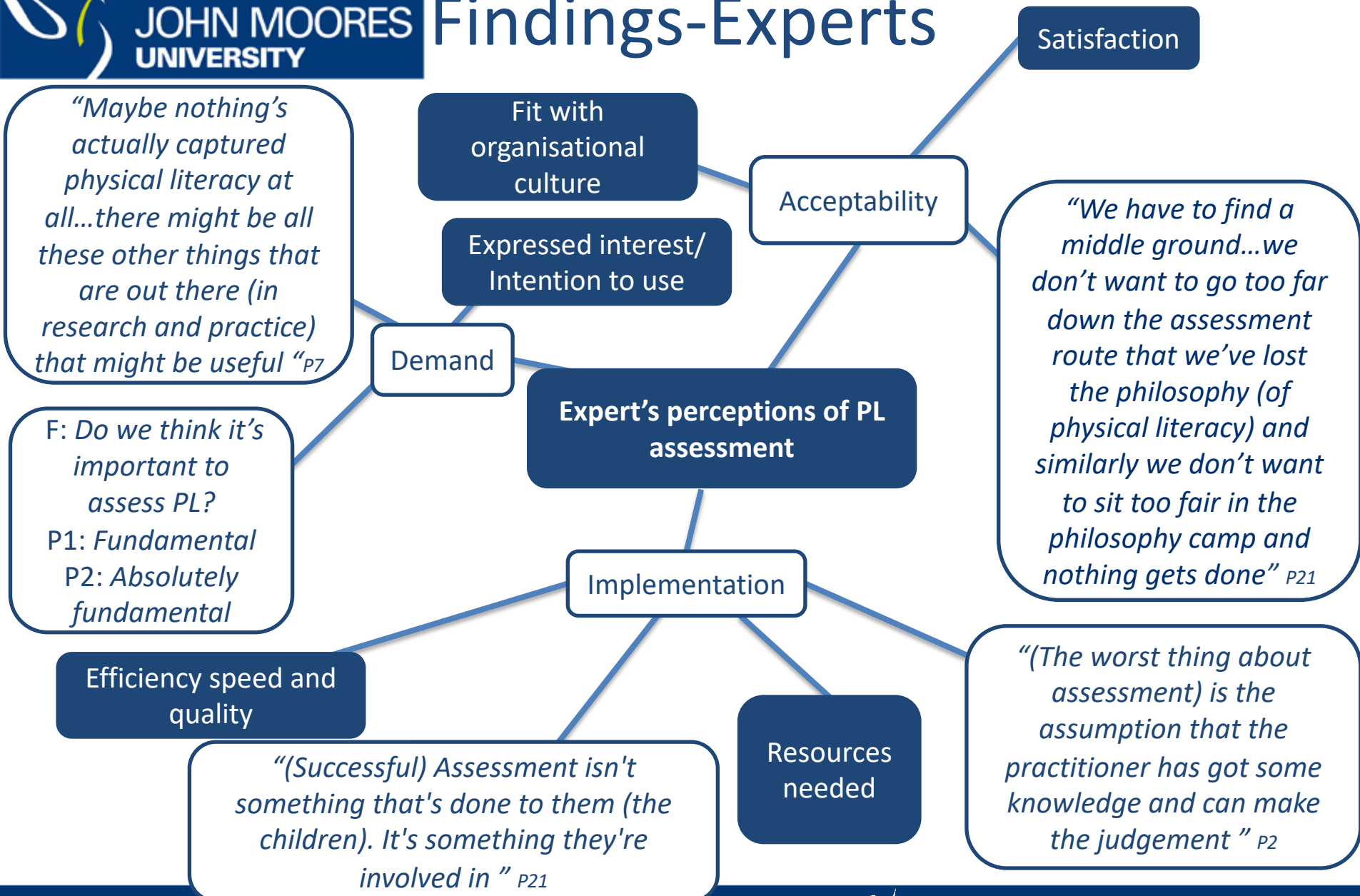
# Findings-KS2



# Findings-Teachers



# Findings-Experts





# Common Themes

## Existing Assessments

- Formal assessment in PE is uncommon
- Limited success of current assessments in practice

## Demand

- Not currently happening
- But important to; see progress, for teachers to help plan lessons, provide tangible information for policy makers and show value of physical literacy

## Acceptability

- Fun
- Right level of challenge
- Assessment for learning

## Implementation

- Teachers could lead, but would need training
- Technology could be used to record assessment
- Regular assessment to produce longitudinal picture

# Implications

- First study to explore stakeholders perceptions of PL assessment
- One of the few studies to include children
- Provides in-depth insight at the formative stage of assessment development
- Highlights the important balance between the purpose of assessment and the administrator/participant burden
- Foundation for the development of future PL assessment in this context



# Future Work

Study 3 Aim: To develop evidenced based recommendations for an authentic and feasible physical literacy assessment, with the potential to pilot in schools.

- Appropriate for use in schools, which will assist teachers
- Provide tangible information to inform policy makers
- Provide empirical research to show value of physical literacy



**More children, more active, for life!**

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# Questions



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