



# Ideas for holistic assessment using move, think, feel and connect

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Active Notts PE Conference | 24th November 2025

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**02:00**

## **Arrival Activity:**

What have been the most valuable  
3 nuggets so far today that you  
want to take back to your school?

# Ideas for holistic assessment using move, think, feel and connect

01

What is holistic assessment?  
How do we assess physical competence (MOVE)?

02

How do we assess motivation and confidence (FEEL)?

03

How do we assess knowledge and understanding (THINK)?

04

How do we assess social value (CONNECT)?

# WHAT IS ASSESSMENT?



02:00

What do teachers think of when they hear the word assessment?

What do students think of when they hear the word assessment?



# WHAT IS ASSESSMENT?



1. How do you establish where your students are at?  
(diagnostic assessment)
1. How do you share where they need to get to?  
(aspiration and target setting)
1. How do you ensure stretch & challenge for all?  
(adaptive teaching)
1. How do you monitor & support improvement?  
(formative assessment)
1. How do you summarise progress?  
(summative assessment)

“ Assessment is  
the bridge  
between  
teaching and  
learning

Dylan Wiliam, 2013



# Top Tips to MOVE, FEEL, THINK & CONNECT

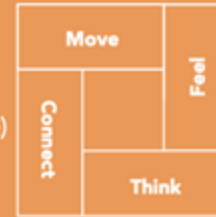
## Our consensus statement

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

**Relationship**  
Having a positive and meaningful association with movement and physical activity.



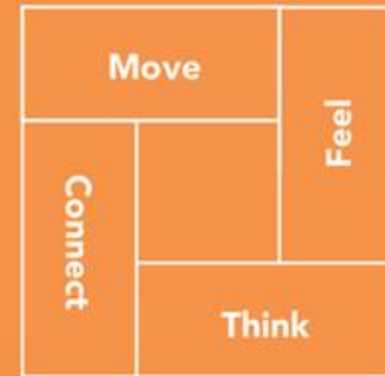
**Movement and physical activity**  
How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.























**Throughout life**  
Influenced across the lifecourse by people, communities, culture and the places and spaces we move in.



## HOLISTIC DEVELOPMENT



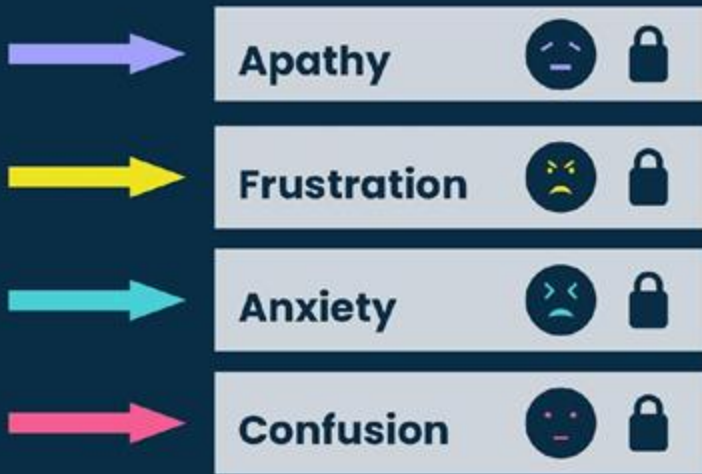
# The elements of engagement

Move (Physical Competence)	Connect (Social / Value)	Think (Knowledge and Understanding)	Feel (Motivation and Confidence)	Behaviour
No 	Yes 	Yes 	Yes 	<b>Frustrated</b>
Yes 	No 	Yes 	Yes 	<b>Disconnected</b>
Yes 	Yes 	No 	Yes 	<b>Confused</b>
Yes 	Yes 	Yes 	No 	<b>Disengaged</b>
Yes 	Yes 	Yes 	Yes 	<b>Engaged</b>
<b>Opportunities</b>				

# The Elements of Engagement



-  **Motivation**
-  **Confidence**
-  **Physical Competence**
-  **Knowledge & Understanding**



# Holistic Development

On your tables list what matters in

MOVE - eg. FMS

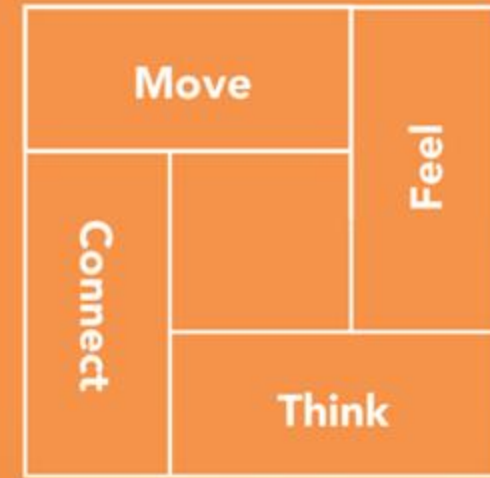
FEEL - eg. Confidence

THINK - eg. Creativity

CONNECT – Communication

**Use post-it notes and place them on each card.**

## HOLISTIC DEVELOPMENT



**05:00**

# Holistic learning threads in physical education



## Move

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



## Think

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection



## Feel

- personal and emotional - independence and self-awareness
- resilience and responsibility
- engagement, enjoyment and motivation
- confidence and a sense of belonging in sport and physical activity



## Connect

- teamwork, trust and cooperation
- communication, emotional intelligence and leadership
- empathy, fair play and inclusion
- cultural and ethical awareness - recognising socially just behaviours





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- movement competence
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## Connect

- teamwork, trust and cooperation
- communication, emotional intelligence and leadership
- empathy, fair play and inclusion
- cultural and ethical awareness - recognising socially just behaviours

02:00

How could you highlight when pupils meet different assessment criteria in a practical lesson?

# MOVE: What Matters Most?

**Movement Competence**


**Application of tactics,  
strategies and  
compositional ideas**



**Physical Fitness**

**Performance and  
Competition**

# MOVE: Intended Learning Objectives

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> <li>• <i>Perform</i></li> <li>• <i>Execute</i></li> <li>• <i>Demonstrate</i></li> <li>• <i>Control</i></li> <li>• <i>Coordinate</i></li> <li>• <i>Balance</i></li> <li>• <i>Apply</i></li> <li>• <i>Combine</i></li> <li>• <i>Practise</i></li> <li>• <i>Develop</i></li> <li>• <i>Refine</i></li> <li>• <i>Adjust</i></li> <li>• <i>Improve</i></li> <li>• <i>Maintain</i></li> <li>• <i>Sustain</i></li> <li>• <i>Master</i></li> <li>• <i>React</i></li> <li>• <i>Participate</i></li> </ul>	<ul style="list-style-type: none"> <li>• With <b>control and accuracy</b></li> <li>• With <b>fluency and consistency</b></li> <li>• With <b>balance and stability</b></li> <li>• With <b>speed, agility, and strength</b></li> <li>• With <b>timing and rhythm</b></li> <li>• With <b>power or endurance</b></li> <li>• With <b>correct and safe technique</b></li> <li>• With <b>coordination and flow</b></li> <li>• With <b>efficiency and economy of movement</b></li> <li>• With <b>resilience and effort</b></li> <li>• With <b>precision under pressure</b></li> <li>• With <b>progression and challenge</b></li> <li>• With <b>confidence and control</b></li> </ul>	<p>“<i>Perform</i> a gymnastic sequence with <b>control, coordination, and fluency.</b>”</p>

Think of a lesson you are teaching next week - write your own MOVE Intended Learning Objective.

# MOVE Reminders: Range of Activities

\*Note there are also **Aquatic** activities such as swimming, sailing, canoeing etc. conducted in or on water.

## Range of Activities

Physical activity can take many forms.



### Adventure

Activities that have a focus on meeting risk and managing challenge within natural and unpredictable environments. (climbing, abseiling, rambling, orienteering, skiing, skating, and open water swimming).



### Athletic

Activities that have a main focus on the performer reaching personal maximum/optimal power, distance, speed, and accuracy within a competitive and controlled environment. (gymnastics, athletics, swimming, cross country, and powerlifting)



### Health, Fitness & Wellbeing

Activities that have a main focus on gradually improving the wellbeing of the person and function of the body, both qualitatively and quantitatively. (aerobics, Pilates, yoga, circuits and Zumba).



### Aesthetic

Activities that have a main focus on the embodied dimension being used as an expressive instrument within a creative, aesthetic, or artistic context. (dance, free running and aspects of gymnastics).



### Competitive

Activities that have a main focus on the achievement of predetermined goals through the outwitting of opponents, while managing a variety of implements and objects in challenging and changing contexts. (football, hockey, cricket, bowls, volleyball, rugby, and archery)



### Relational

Activities that have a focus on sharing experiences and the development of empathy between people and groups as they move together in a social and cultural context. (folk dancing, synchronized swimming, diving, and trampolining)



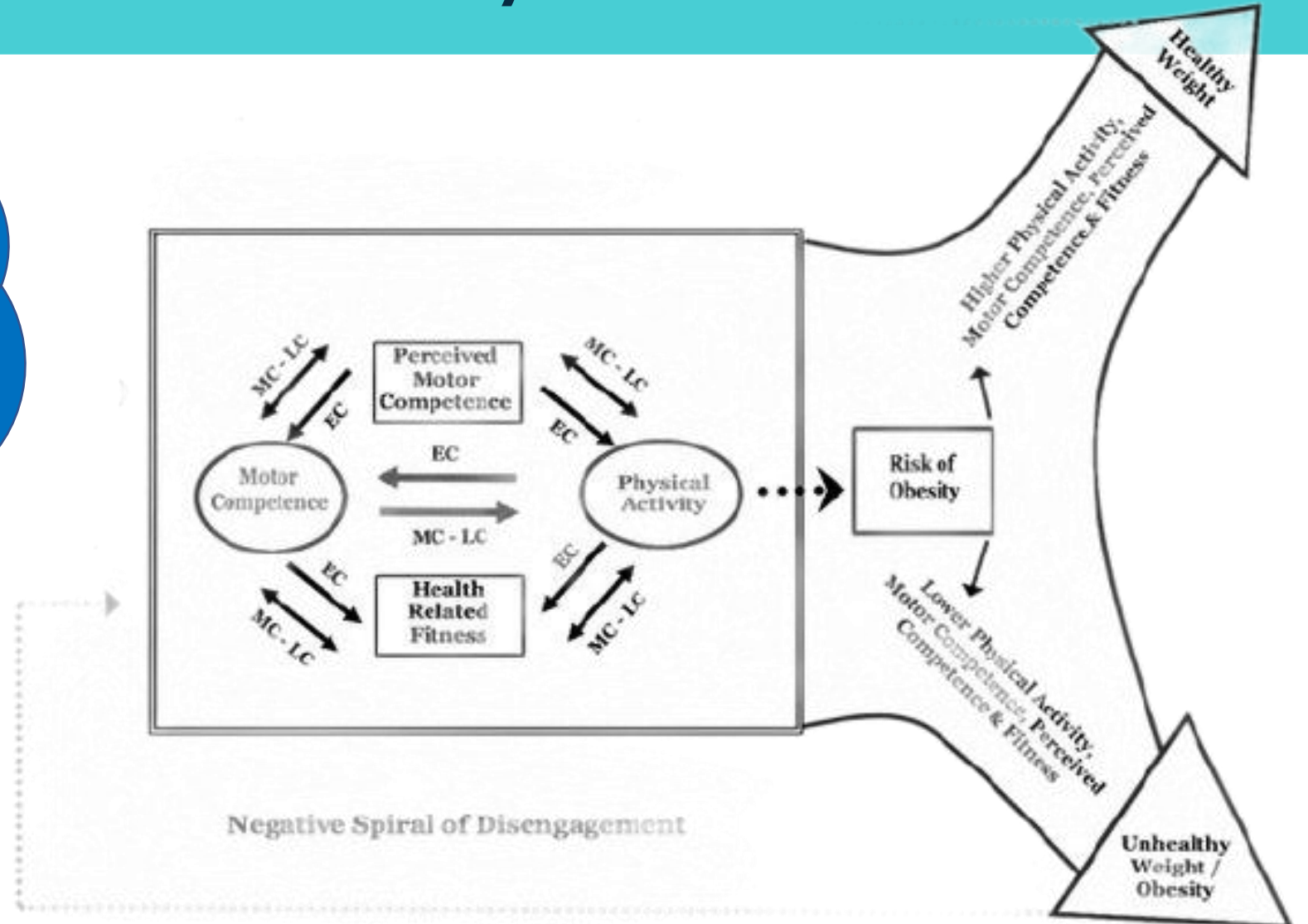
# Task

Get into an order.

Most competent at tennis to least competent at tennis.

# MOVE Reminders: Interconnectivity

How could you break the negative spiral of disengagement?



# FEEL: What Matters Most?

**personal and  
emotional**


**Engagement, enjoyment and  
motivation**



**Confidence and a sense of  
belonging in sport and  
physical activity**

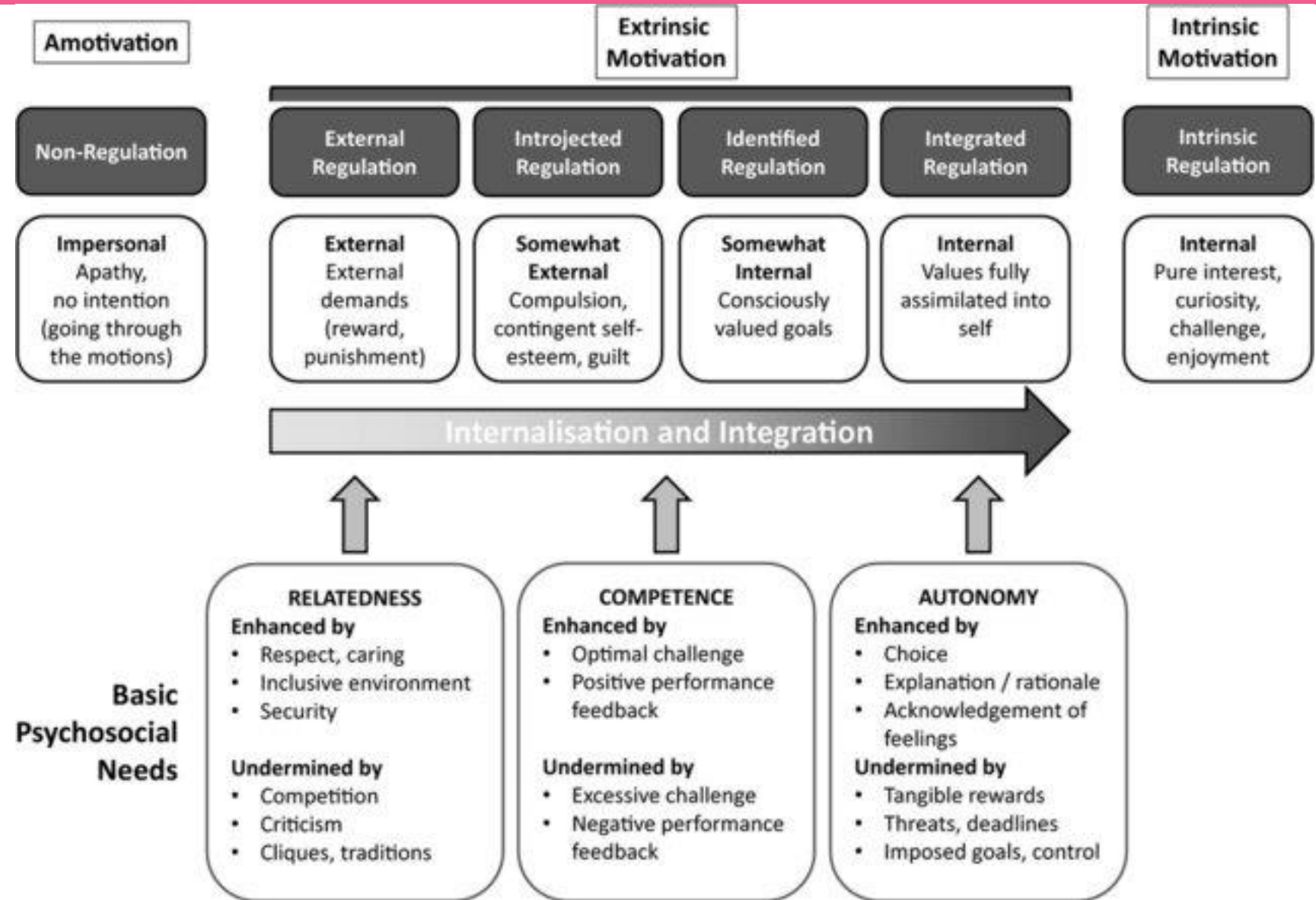
**Resilience and  
responsibility**

# Intended Learning Objectives

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> <li>• <i>Participate</i></li> <li>• <i>Engage</i></li> <li>• <i>Enjoy</i></li> <li>• <i>Persist</i></li> <li>• <i>Challenge oneself</i></li> <li>• <i>Commit</i></li> <li>• <i>Focus</i></li> <li>• <i>Reflect</i></li> <li>• <i>Manage</i> <i>(emotions/behaviour/effort)</i></li> <li>• <i>Set personal goals</i></li> <li>• <i>Demonstrate self-confidence</i></li> <li>• <i>Value personal growth</i></li> <li>• <i>Celebrate achievement</i></li> </ul>	<ul style="list-style-type: none"> <li>• With <b>confidence and self-belief</b></li> <li>• With <b>independence and initiative</b></li> <li>• With <b>resilience and persistence</b></li> <li>• With <b>self-control and composure</b></li> <li>• With <b>honesty and integrity</b></li> <li>• With <b>awareness of strengths and areas for growth</b></li> <li>• With <b>motivation and personal drive</b></li> <li>• With <b>enthusiasm and positive attitude</b></li> <li>• With <b>enjoyment and appreciation</b> of movement</li> <li>• With <b>willingness to try new activities</b></li> <li>• With <b>pride and satisfaction</b> in effort and improvement</li> </ul>	<p>“<i>Engage</i> enthusiastically in physical activity, showing <b>persistence and active engagement.</b>”</p>

Think of a lesson you are teaching next week - write your own FEEL Intended Learning Objective.

# Feel Reminders: Connection, Competency, Choice



(Cook & Artino, 2016)

# More FEEL Theories

Theories of exercise behaviour in support of motivation and confidence.	Belief attitude theories	Achievement Goal Theory
	Competence based theories	Self-Efficacy Theory
	Control based theories	Self Determination Theory
	Stage based theories	Transtheoretical Model
	Hybrid models	Peak Experience and Flow Model

(Durden-Myers, 2020)

# THINK

**knowledge of rules,  
tactics,  
strategies and  
compositional ideas**


**decision making, problem  
solving and creative  
thinking**



**knowledge of  
healthy,  
active living**

**evaluation,  
analysis  
and reflection**

# Intended Learning Objectives

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> <li>• <i>Apply</i> (tactics/strategies/compositional ideas)</li> <li>• <i>Adapt</i></li> <li>• <i>Analyse</i></li> <li>• <i>Anticipate</i></li> <li>• <i>Articulate</i></li> <li>• <i>Assess</i></li> <li>• <i>Create</i></li> <li>• <i>Decide</i></li> <li>• <i>Devise</i></li> <li>• <i>Design</i></li> <li>• <i>Evaluate</i></li> <li>• <i>Identify</i></li> <li>• <i>Implement</i></li> <li>• <i>Interpret</i></li> <li>• <i>Judge</i></li> <li>• <i>Lead</i></li> <li>• <i>Observe</i></li> <li>• <i>Organise</i></li> <li>• <i>Plan</i></li> <li>• <i>Predict</i></li> <li>• <i>Problem-solve</i></li> <li>• <i>Reflect</i></li> <li>• <i>Respond</i></li> </ul>	<p>Knowledge &amp; application of rules, tactics, strategies:</p> <ul style="list-style-type: none"> <li>• With <b>understanding</b> and <b>correct application</b> of rules</li> <li>• With <b>strategic</b> and <b>tactical awareness</b></li> <li>• With <b>clarity</b> of intent and <b>purposeful</b> movement choices</li> <li>• With <b>spatial awareness</b> and <b>anticipation</b></li> <li>• With <b>creativity</b> and <b>originality</b></li> <li>• With <b>adaptability</b></li> </ul> <p>Decision-making, problem-solving, creative thinking:</p> <ul style="list-style-type: none"> <li>• With <b>effective decision-making</b></li> <li>• With <b>strategic adjustment</b></li> <li>• With <b>innovation</b> and <b>imagination</b></li> <li>• With <b>logical reasoning</b></li> <li>• With <b>initiative</b> and <b>independence</b></li> <li>• With <b>flexibility</b> and <b>originality</b></li> </ul> <p>Evaluation &amp; reflection:</p> <ul style="list-style-type: none"> <li>• With <b>accurate analysis</b></li> <li>• With <b>constructive self- and peer-</b></li> </ul>	<p><i>“Apply</i> ideas effectively with <b>creativity</b> and <b>timely decision-making.</b>”</p>

Think of a lesson you are teaching next week - write your own THINK Intended Learning Objective.

# Intended Learning Objectives



Think of a lesson you are teaching next week - write your own THINK Intended Learning Objective.

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- Reflect
- Respond
- Select
- Strategise
- Think critically
- Use (rules/knowledge appropriately),
- Communicate

### Evaluation & reflection:

- With **accurate analysis**
- With **constructive** self- and peer-**evaluation**
- With **reflective** thinking
- With **awareness** of performance outcomes
- With evidence-based **reasoning**.

### Healthy active living:

- With **understanding** of fitness components
- With **awareness** of benefits of physical activity
- With **knowledge** of nutrition, hydration, recovery
- With **commitment** to lifelong activity
- With **self-management** and wellbeing

# Think Reminders: A Picture Paints a Thousand Words



A resource designed to explain effective teaching and learning techniques applied to Physical Education:

## Modelling



## PEdagogy Principles

Applying effective teaching techniques to Physical Education



### Also known as:

- Demonstrating
- I do, we do, you do
- Observational learning
- Whole – part – whole
- WAGOLL

### Definition:

Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.  
*Eggen and Kauchak (2001)*

### Techniques within PE:

- Model the example and then non-example (full pace and half pace)
- Direct instruction – *Teacher led*
- Interactive modelling – *Involving students*  
Choose good/correct technical models
- External model – *the use of technology*

### Application in PE:

- Introducing a new skill (e.g., *Sprint start*)
- Addressing misconceptions (e.g., *grips and stance*)
- Developing technique (e.g., *set shot to jump shot*)
- Exam questions (e.g., *co-constructing answers*)
- Checking understanding (e.g., *serving techniques*)
- Starting a new drill (e.g., *3-person weave*)

### Purpose:

- ✓ Modelling is about seeing before doing and therefore minimising the ambiguity around an outcome. Students can effectively mould their own practice to examples they have seen
- ✓ Modelling is more effective than just an explanation, it makes learning 'easier' because of the visual representation of the content
- ✓ Effective modelling can address misconceptions before they happen

### Common misconceptions:

- ✗ Teacher believes they must do the demo but due to a lack of experience in that area of activity they rush it, make mistakes and move on to avoid being spotted by students as unable to perform it themselves.

### Links to further Pedagogy:

- 🔗 [Effective teacher modelling \(sec-ed.co.uk\)](https://www.sec-ed.co.uk/effective-teacher-modelling/)
- 🔗 [Modelling Learning \(structural-learning.com\)](https://www.structural-learning.com/modelling-learning/)

How do you incorporate these into your practical lesson to support assessment?

## PEdagogy

Applying effective teaching techniques to Physical Education



Modelling



Retrieval Practice



Questioning:  
Cold Calling



Interleaving



Checking for  
Understanding



Do Now Activity  
(DNA)



# CONNECT

**Teamwork, trust and cooperation**


**Communication, emotional intelligence and leadership**



**Cultural and ethical awareness - recognising socially just behaviours**

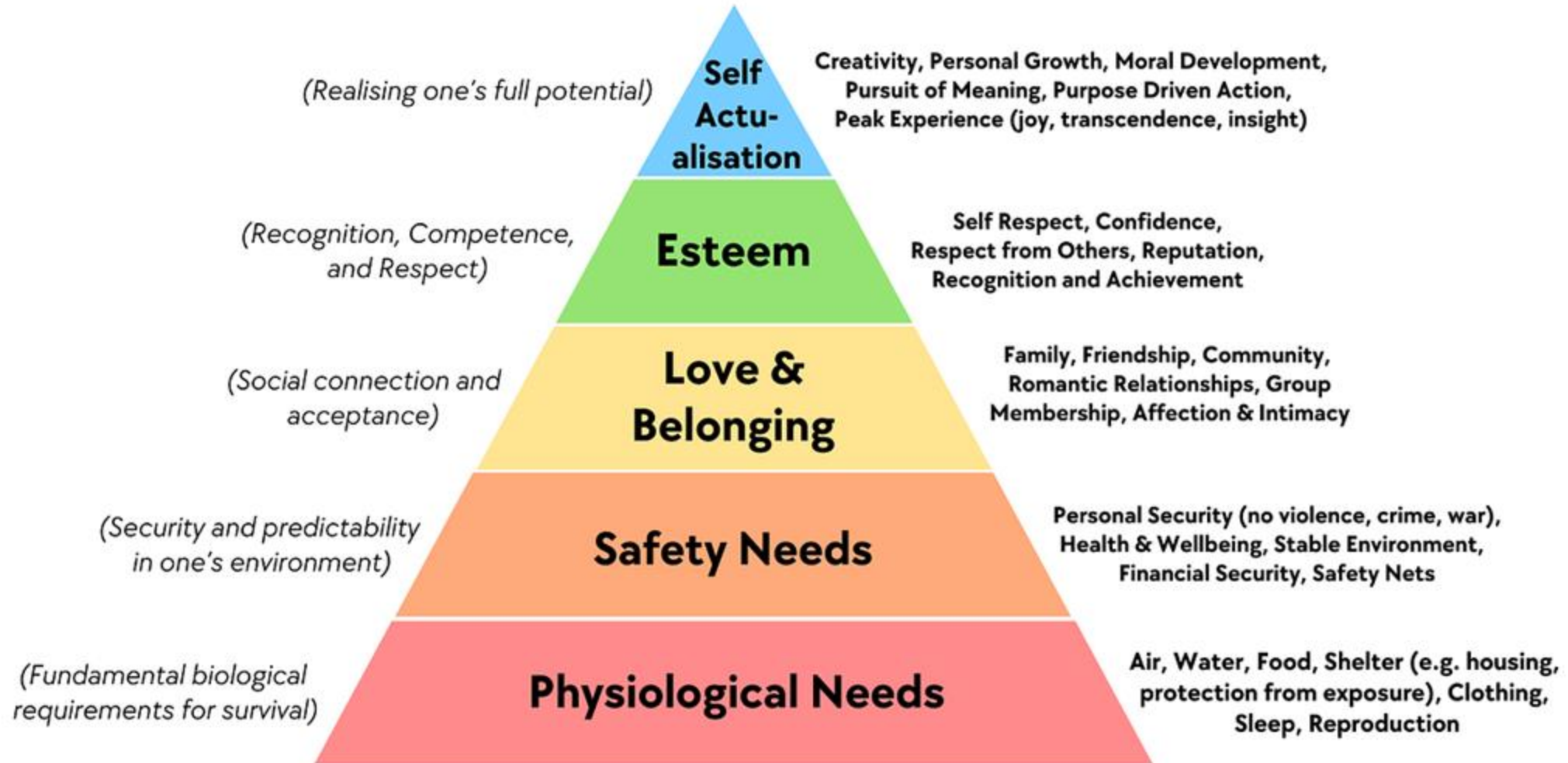
**Empathy, fair play and inclusion**

# Intended Learning Objectives

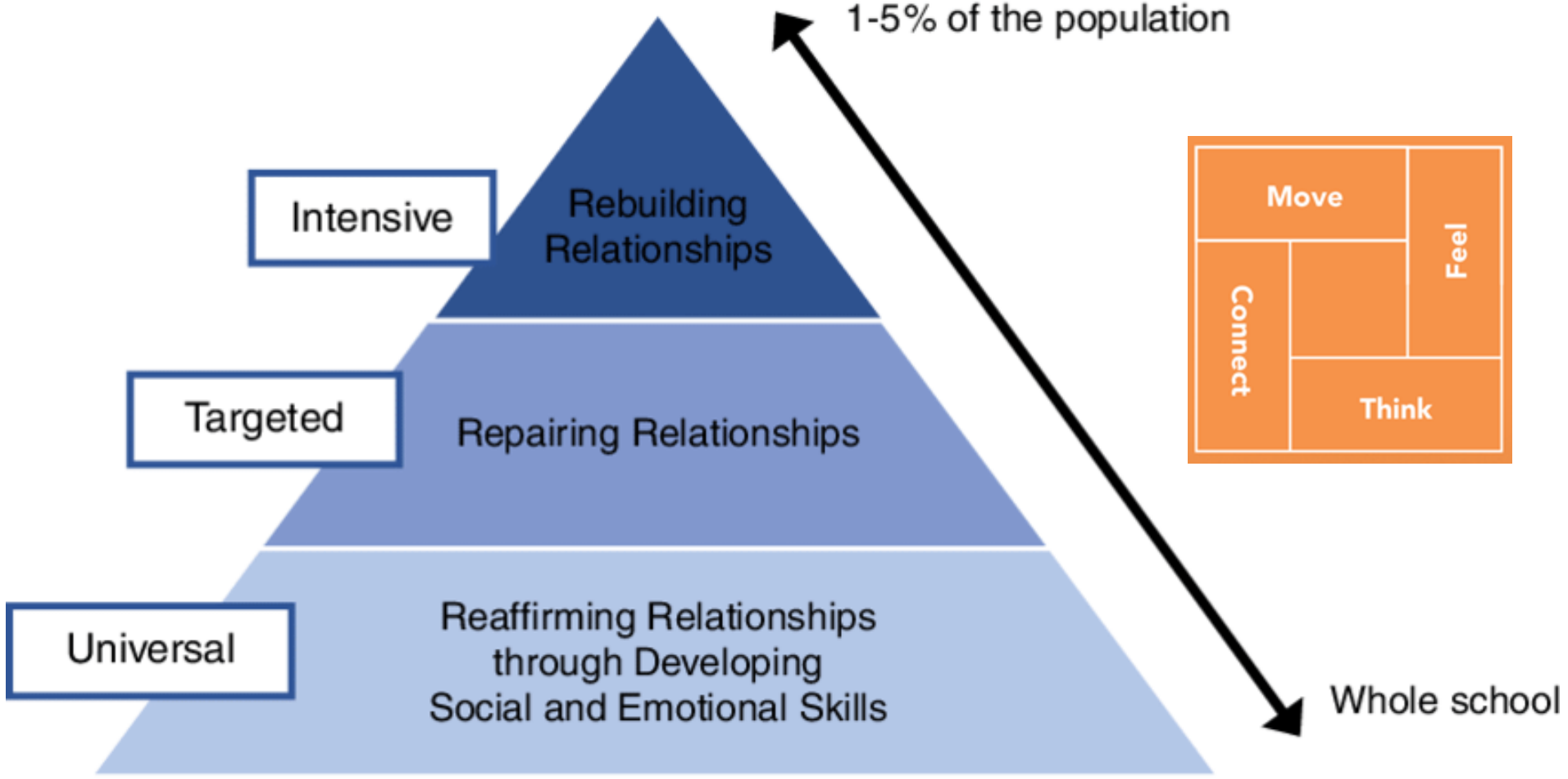
Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> <li>• <i>Cooperate</i></li> <li>• <i>Collaborate</i></li> <li>• <i>Motivate</i></li> <li>• <i>Support</i></li> <li>• <i>Encourage</i></li> <li>• <i>Communicate</i></li> <li>• <i>Collaborate</i></li> <li>• <i>Include</i></li> <li>• <i>Lead</i></li> <li>• <i>Share</i></li> <li>• <i>Listen</i></li> <li>• <i>Contribute</i></li> <li>• <i>Respond</i></li> <li>• <i>Respect</i></li> <li>• <i>Demonstrate</i> <i>(sportsmanship/ethical behaviour)</i></li> <li>• <i>Guide</i></li> <li>• <i>Celebrate others' success</i></li> <li>• <i>Advocate fairness/inclusion</i></li> </ul>	<ul style="list-style-type: none"> <li>• With effective <b>communication</b> and <b>cooperation</b></li> <li>• With <b>inclusivity</b> and <b>fairness</b></li> <li>• With <b>teamwork</b> and <b>shared responsibility</b></li> <li>• With <b>leadership</b> that motivates others</li> <li>• With <b>supportive interactions</b> and <b>constructive feedback</b></li> <li>• With <b>empathy</b> and <b>understanding of others' perspectives</b></li> <li>• With <b>respect</b> for diversity differing abilities, and cultures</li> <li>• With <b>sportsmanship</b> and <b>grace</b> in victory or defeat</li> <li>• With <b>ethical awareness</b> and <b>responsibility</b></li> <li>• With <b>collaboration</b> toward shared goals</li> <li>• With <b>acknowledgement</b> and <b>celebration of team achievements</b></li> </ul>	<p>“Work <i>collaboratively</i> in team activities with <b>respect, fairness, and effective communication.</b>”</p>

Think of a lesson you are teaching next week - write your own **CONNECT** Intended Learning Objective.

# Connect Reminders: Relationships - Basic needs to self-actualisation



# Connect Reminders: Reaffirm, Repair and Rebuild



**Source:** Adapted from Morrison's (2004) hierarchy of restorative responses

# Holistic assessment

## Task:

Your students are playing a game of endball (netball rules). In small groups can you adapt the game to allow suitable assessment of the following areas:

- Think
- Feel
- Connect
- Move

# Connect Reminders: Pedagogical Models

## The 'how' of effective PE delivery:

A summary of 6 key approaches or models-based practices



direct instruction



cooperative learning



game-based approaches



Sport education



health-based PE (HbPE)



teaching personal & social responsibility (TPSR)

+ Mosston & Ashworth's Spectrum of Teaching Styles



### Move:

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



### Think:

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection

### Feel:

- personal and emotional
- resilience and responsibility
- engagement and enjoyment
- confidence and a sense of belonging



### Connect:

- teamwork, trust and leadership
- communication, emotional intelligence and leadership
- empathy, fair play and inclusion
- cultural and ethical awareness

### Superpowers & how you will use them:

- 1
- .
- 2.

### Biggest nemesis & what improvement will look like:

## Running

### Lesson outcome

I can experiment using different running techniques to know how to run as fast as possible.

### Key learning points

- Move: running fast requires focusing forwards and pumping the arms.
- Move: running fast requires driving from the balls of your feet.
- Think: using the correct technique with our head, arms and feet enables us to run faster.
- Feet: showing confidence in your running technique will help to improve performance.
- Connect: showing empathy and encouragement helps others with their technique.

### Keywords

**running:** the activity of moving fast using our feet  
**fast:** moving all or part of the body quickly  
**technique:** a way to perform a task

### Starter quiz

1. What is the quickest way of moving?  
A. walking B. jogging C. running ✓
3. What do we call an open area that we can run into?  
A. space ✓ B. square C. box

2. Which activity requires the most energy?  
A. walking B. running ✓  
C. sitting down
4. What do we call a person who is trying to stop you from winning?  
A. defender ✓ B. referee C. goalkeeper

### Cool down

In pairs, pupils walk following each other around the space, changing direction and leader, ensuring they are always in a space.

### Exit quiz

1. What is it called when we move all, or part of the body as quickly as possible?  
✓ **fast**
3. Why should we **run** using the correct technique?  
✓ to be as **fast** as possible

2. What do we do with our arms when **running** to ensure we can run as **fast** as possible?  
✓ pump them
4. What could we say to someone who has not won, which would show empathy?  
✓ well done for trying

### Lesson guide

#### Demo videos

[oak.link/\[\[insert\\_link\]\]](#)

#### Further guidance

Refer to the [C-STEP principles](#) for lesson adaptations.

#### Risk assessment

Carry out a [risk assessment](#) before undertaking this lesson. Further support can be found in the afPE resource 'Safe Practice: in PESSPA'.

#### Equipment

- 1 beanbag each
- 20m of running track
- 30+ cones all colours
- 15 red cones

### Warm up

Use the warm up to enable pupils to demonstrate their prior knowledge of **running** while staying in a space. Try **running**: in different directions, **fast** then slow and then on different parts of the feet.

## Head position when running

### Explanation

Running while focusing forwards is important for moving as fast as possible. You can do this by using these techniques:

- your head facing forwards
- your head to the side
- your head up or down
- your head in your **running** to challenge yourself to

### Guidance

Your head should be facing when... thinking about your head

### Practice

1. Put pupils in pairs. Pupils take turns to **run** from a start point to an end marker 20m away, **running as fast** as they can with their head:
  - focused at the floor then up at the sky
  - moving side to side
  - focused forwards
2. Ask pupils which way of using their head feels the most effective and why.

### Adapt

- ↓ get pupils to **run** only focussing the head forwards
- ↑ get pupils to apply learning in a race against their partner

### Feedback

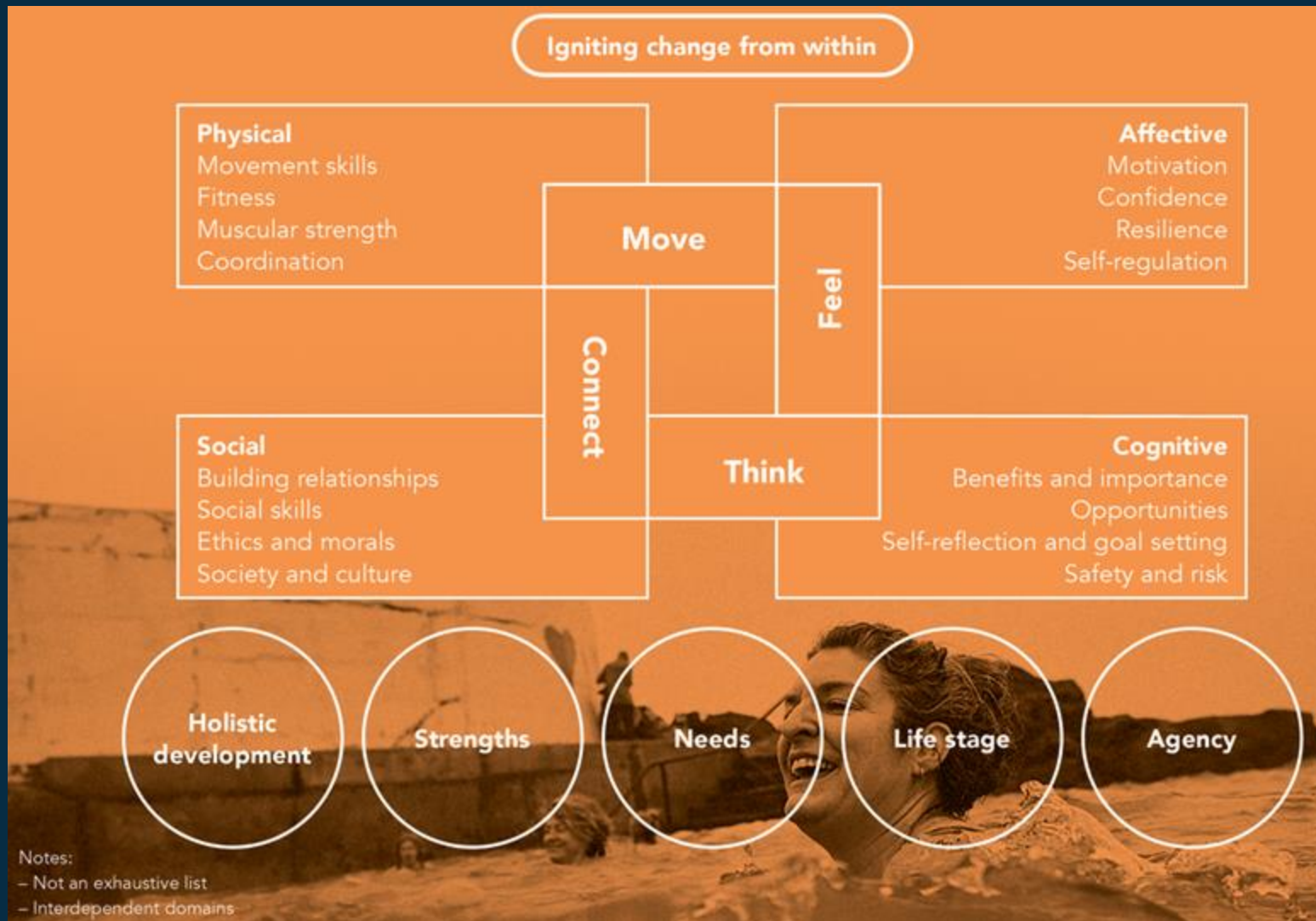
Move: pupils are pumping their arms and using the balls of their feet to **run**.

Feet: pupils are showing self-belief as they challenge themselves to **run as fast** as possible.

# Top Tips to MOVE, FEEL, THINK AND CONNECT

Chat to the person next to you and discuss...

- 1) How confident do you now feel planning for holistic development (1 not very confident - 5 very confident)
- 1) What actions do you need to take as an individual or department to ensure holistic development is consistently featured in lessons.



“

# Physical literacy was our first literacy...

Dean Dudley



# Dedicated Improvement & Reflection Time

What has been the ONE most useful piece of learning so far?

What ONE question do you still have?

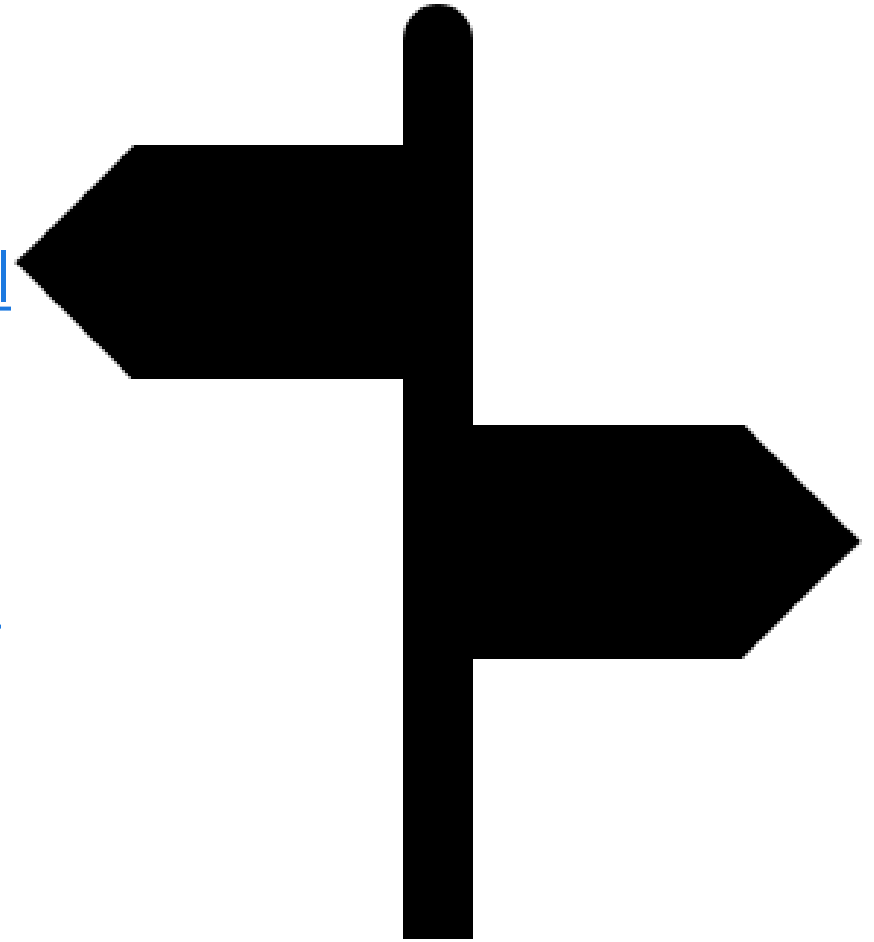


# SIGNPOSTS TO FURTHER LEARNING

Physically Active Futures: Unlocking Lifelong Physical Literacy Through Holistic PE  
<https://www.pescholar.com/insight/physically-active-futures-unlocking-lifelong-physical-literacy-through-holistic-pe/>

Introducing Physical Literacy (Bitesize CPD course)  
<https://www.pescholar.com/courses/introducing-physical-literacy/>

Physical Literacy and the combination lock  
PE Insights podcast  
<https://www.youtube.com/watch?v=jsounGK54rw>



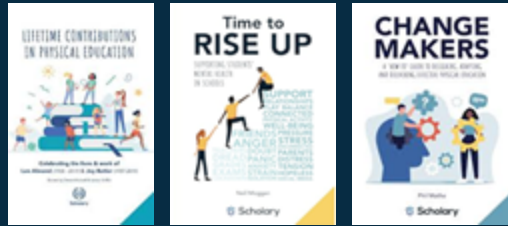
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Helping PE thrive by closing the research practice gap and ensuring it stands for Positive Experiences for all children

<https://www.pescholar.com/in-sight/what-is-physical-literacy/>





# Courses & Blogs



# Books

Contact us via:  
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# Podcasts

# Resources



Offering outstanding resources, expert-led courses and insight to bridge the gap between theory and practice. Helping physical education thrive.

## Resources



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# What has been the most valuable bit from this session?



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