

cognitive level or social abilities of the pupils (Assessment for Learning and Pupils with Special Educational Needs, 2010).

Peer assessment leads itself to assessment of SEN because on-going assessment provides an opportunity to view very small steps on a continual basis for both the teacher and the learner. This is important for continual learning and attainment to be achieved by the pupils. However, it must be noted that very little research around the use of assessment for SEN has been carried out (Lynn and et al., 1997). When looking specifically at assessing SEN pupils in physical education, is there any research that would suggest it improves their learning?

2.5 Peer assessment for pupils with SEN in PE class

Andrews (2005) found that the key for assessing learners with SEN in PE is to give them the tools to reach their potential. Obviously different pupils will work at different levels in PE, but over time, with the use of peer assessment, levels of independence will rise and the speed of learning will increase.

In order for this to happen, Vickerman (2007) suggests that PE teachers need to have good knowledge of the individual needs of SEN learners in their classes, as well as being committed to having, and achieving high expectations of their pupils. For SEN pupils, formative feedback, such as peer assessment, is very important because it allows the teacher and the pupil to identify individual movement patterns so that improvements can be made in PE class (Vickerman, 2010).

3. Methodology

3.1 Action Research

Following the literature review, this section will consist of the methodology I plan to use for this action research project, which I will implement during phase three of my training. Mills (2007) describes action research as, a methodical inquiry conducted by teachers, with an interest in teaching and learning, with the purpose of gathering information about how they teach and how their pupils learn. Cohen et al. (2007) also suggest that action research needs more systematic planning, observation and reflections than in everyday life. Furthermore, Wilson (2009) suggests action research should include both action outcomes and research outcomes. The research

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