PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION: 
FORMATIVE EVALUATION IN 5TH STAGE PHYSICAL EDUCATION CLASSES 

PRÁTICAS PEDAGÓGICAS NA EDUCAÇÃO INFANTIL: AVALIAÇÃO FORMATIVA NAS AULAS DE EDUCAÇÃO FÍSICA DA 5ª ETAPA 

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ABSTRACT: The article presents case study data that aims to analyze training practices in two fifth stages of Early Childhood Education at an Education and Recreation Center (ERC) in a city in the interior of the State of São Paulo. The evaluation process in Physical Education classes is analyzed, based on the results of the practices of this discipline in the context of remote teaching in the year 2021. The evaluation practices were analyzed through qualitative research, whose participants were teachers, students, and the parents of students at those stages. Data were collected through observations and records of activities carried out using the WhatsApp application during the school year. The final considerations are about the need to understand assessment as part of the learning process and as a construction of knowledge that contributes to the child's integral development.

KEYWORDS: Child education. Formative Evaluation. 5th steps. Teacher Education. Physical Education in Remote Teaching.

RESUMO: O artigo apresenta dados de estudo de caso que objetiva analisar as práticas formativas em duas quintas etapas da Educação Infantil de um Centro de Educação e Recreación (CER) de uma cidade do interior do Estado de São Paulo. Analisa-se o processo avaliativo nas aulas de Educação Física, a partir do resultado das práticas dessa disciplina no contexto do ensino remoto no ano de 2021. As práticas avaliativas foram analisadas por meio de uma pesquisa qualitativa, cujos participantes foram os professores, os alunos e os pais dos estudantes daquelas etapas. Os dados foram coletados por meio das observações e registros das atividades realizadas pelo aplicativo WhatsApp durante o ano letivo. As considerações finais versam sobre a necessidade de entender a avaliação como parte do processo de aprendizagem e como construção do saber que contribui para o desenvolvimento integral da criança.


RESUMEN: El artículo presenta datos de un estudio de caso que tiene como objetivo analizar las prácticas formativas en dos quintos ciclos de Educación Infantil en un Centro de Educación y Recreación (CER) de una ciudad del interior del Estado de São Paulo. Se analiza el proceso de evaluación en las clases de Educación Física, a partir de los resultados de las prácticas de esta disciplina en el contexto de la enseñanza remota en el año 2021. Las prácticas de evaluación se analizaron a través de una investigación cualitativa, cuyos participantes fueron docentes, estudiantes y padres de familia de estudiantes en esas etapas. Los datos fueron recolectados a través de observaciones y registros de actividades realizadas mediante la aplicación WhatsApp durante el año escolar. Las consideraciones finales giran en torno a la necesidad de entender la evaluación como parte del proceso de aprendizaje y como una construcción de conocimiento que contribuye al desarrollo integral del niño.

PALABRAS CLAVE: Educación Infantil. Evaluación formativa. 5to pasos. Formación de Profesores. Educación Física en Educación a Distancia.
Introduction

A case study was carried out in an Education and Recreation Center (ERC) in Araraquara to investigate how the evaluation proposal develops in Early Childhood Education. The evaluation modality investigated in the article is formative. Its procedural characteristic contributed to data analysis during the research in 2021, in the 5th stage, whose target audience was 5-year-old students.

The objective of this article is to provide an analysis of school assessment from a formative perspective within the 5th stage of Early Childhood Education (ECE) in Physical Education classes during remote teaching, seeking to understand evaluation not as a product but as an integral part of the education process. learning.

In addition to being a type of assessment that takes place during the learning process, formative assessment helps the teacher to detect pedagogical practices that do not have the expected learning effects. According to Ribeiro (1989, p. 84, our translation), formative assessment aims to verify: “the student’s position during a teaching unit, to identify obstacles and provide solutions to them”. Therefore, through this type of assessment, it is possible to improve teaching work by redirecting pedagogical action.

From this perspective, this analysis of school assessment considers the contributions that the Physical Education (PE) discipline was able to offer students in the context of remote teaching and learning – during the 2021 school year. Furthermore, reflecting on the development of pedagogical practices brings support so that evaluating is increasingly formative and more inclusive.

The evaluation analysis was carried out in two classes: 5th stage A and 5th stage C. All data was collected remotely in the first half of 2021 due to the social distancing imposed by the Coronavirus pandemic.

In the second semester – starting in August – the analysis of this study continued by monitoring remote activities (WhatsApp groups) for students who did not return to in-person teaching. As for the families that agreed to return to school, the work was analyzed through monitoring to understand how the evaluation process took place within the school environment.

Data analysis - through monitoring the work carried out by the PE teacher in two 5th stages of ECE - focuses on formative assessment in activities used in these classes to enhance the children’s development process.

Hopefully, this discussion can contribute to teacher training in rethinking the act of evaluating as dynamic and multiform. In its integral development, the child constitutes a subject
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of rights and needs to have opportunities to evolve its cognitive, social, affective, and emotional aspects in different ways. In this sense, reflecting on what it means to evaluate and how to evaluate students within an inclusive school is necessary.

Literature review

Having searched with the descriptor 5th stage of ECE, many works related to ECE were found; however, none specifically on the 5th stage.

Regarding PE, an article was found in the Paulista Physical Education magazine, Ayoub (2005) writes about Reflections on Physical Education in Early Childhood Education. The same author, a professor at UNICAMP, also published an article – in the Brazilian Journal of Sports Sciences – whose title is Narrando Experiências com a Educação Física na Educação Infantil (Narrating Experiences with Physical Education in Early Childhood Education). The content of the text is about the experience of students who took PE classes at a municipal public school in Campinas.

Searching for other descriptors, such as formative assessment, on the Scientific Library On-Line (SciELO) website, a work was found that dealt with this assessment modality but related to high school. No study on formative assessment linked to the 5th stage of ECE was found in the literature review, which indicates the need to deepen knowledge to understand the assessment process in the construction of learning for 5-year-old children.

Revisiting the literature on the evaluation act, it becomes important to distinguish the differences between the evaluation modalities. This article focuses on the training model, as it understands that the PE activities observed at that stage of ECE were configured within this learning perspective, as they were continuous, systematic, and sought to develop learning procedurally.

The peculiarities of the evaluation modalities will be highlighted here to understand the multiple ways that the act of evaluation can present itself following the educational intention intended to be developed, which is not always chosen by the ECE teacher when the norms of the school institution are imposed.

About the diagnostic assessment:
We all know the difficulty that school assessment presents and the drastic consequences it can bring to education: in general, we can say that there has practically been an inversion in its logic; that is, the assessment should be an accompaniment to the educational process ended up becoming the objective of this process, in the practice of students and the school. It’s the famous “study to pass” (VASCONCELLOS, 2005, p. 32, our translation).

Assessment has different purposes. Each modality meets certain specificities. There is no value judgment to say that diagnosis is better than summative or that formative overlaps with other evaluation forms.

Regarding the modality of diagnostic assessment, it is applied at the beginning of pedagogical practices. Camargo (2010, p. 14, our translation) says that this evaluative modality “usually happens at the beginning of the school year, before planning, when the teacher checks the students’ prior knowledge, what they know and what they don’t know about the content. It is not intended to assign grades.”

It is a time to identify what the student learned in previous stages and draw up the teaching plan considering the learner’s reality. Diagnosing is recognizing the student’s gaps and working to remedy them. Through diagnostic assessment, the teacher understands the weaknesses of the student’s learning and works to develop the teaching of content that has not yet been consolidated in the student.

For diagnostic assessment to be possible, it must be understood and carried out with a commitment to a pedagogical conception. In this case, it must be committed to a historical-critical pedagogical proposal since this conception is concerned with the perspective that the student must critically appropriate the knowledge and skills necessary for his realization of a critical subject within this society, which is characterized by the capitalist mode of production. Diagnostic assessment is not proposed, nor does it exist in a loose and isolated way. It is a condition of its existence to articulate a progressive pedagogical conception (LUCKESI, 2005, p. 82, our translation).

It can be inferred, therefore, that the diagnostic assessment identifies new directions to be followed to obtain a satisfactory learning process.

The diagnostic assessment aims to determine the presence or absence of knowledge and skills, including seeking to detect prerequisites for new learning experiences. It allows you to determine the causes of repeated learning difficulties (SANT’ANNA, 1995, p. 33, our translation).

From a diagnostic perspective, the educator always focuses on the student’s real condition. In this way, he can prepare classes dynamically and contextualistically to recover learning that has not been consolidated. The teacher needs to draw up a teaching plan for
students to advance in mastering what they do not yet know how to do. About formative assessment:

It is mainly through formative assessment that the student learns about his mistakes and successes and finds encouragement for systematic study. This type of assessment is guiding, as it guides both the student’s study and the teacher’s work (HAYDT, 2008, p. 17, our translation).

Observing the student’s mistakes, the teacher creates teaching strategies to advance the teaching and learning path. It’s an opportunity to self-evaluate too. The teacher reflects on their pedagogical practice and modifies it if the teaching process does not have a satisfactory impact.

To evaluate, you need to have a planned objective. Without establishing an objective, the teacher will not be able to evaluate his students, as he will not know whether they have achieved a certain objective or not. This will not help the teaching-learning process and will only hinder the student’s development (CAMARGO, 2010, p. 26, our translation).

The teacher needs to outline learning objectives. View the student as a being with the potential to develop learning and as capable of advancing in knowledge. From a formative perspective, evaluating means not losing sight of the objective. It means accompanying the student during classes and noticing the evolution of learning. Through formative assessment, it is possible to observe the learner and understand how far they are from the objective proposed by the teacher. It is a double-way path. Learning falls on the student and the teacher.

Both the teacher and the student are part of an educational project. Both learn along the way. It is possible to interpret data, statements, and student feedback through formative assessment. The teacher has a perception of their pedagogical practice and works in a constant perspective to improve it. Regarding this idea, Hadji says that formative assessment:

It is neither a scientific nor a directly operational model of action. It is nothing more than a promising utopia, capable of guiding the work of teachers toward an assessment practice placed, as much as possible, at the service of learning (HADJI, 2001, p. 25, our translation).

Within this modality, assessment is paying attention to the student’s development throughout a cycle, two months of an academic period. The verification of student learning guides the teacher’s decision-making to review pedagogical practices.

Understanding how the student understands the proposed content and acting so that that material is at the service of learning is part of the formative assessment path. Perrenoud (1999,
p. 78) says that “any assessment that helps the student to learn and develop is formative, which participates in the regulation of learning and development towards an educational project”.

Therefore, formative assessment understands the student’s training as an objective to be set. The teacher understands that learning does not occur alone, but rather in exchange with others within a learning situation that sharpens the student’s curiosity.

In this very human and necessary partnership for the assessment to be successful, the information from the learning process must make sense in the eyes of the student so that they can express their understanding of certain content. In turn, by listening to the students, teachers will give feedback to help them consolidate their learning.

Hadji (2001, p. 110) says that this interaction ends up “becoming a way to make the assessment more formative, capturing the students’ reactions, their questions about the meaning and scope of what was said by the evaluator, their requests for an explanation of assessments and grades”.

It is important to emphasize that evaluating must be committed to the child’s integral development, as they are in the formative process and must enhance all their capabilities. Working on ludic, giving concreteness to the proposed activities, and recording the child’s progress in each proposed challenge is essential for the teacher to understand assessment as formative.

(...) We can hardly conceive of assessment as formative if we do not get rid of some ways of doing things that prevent changing the relationships between students and teacher. Achieving a climate of mutual respect, collaboration and commitment to a common objective is an essential condition for teaching activities to adapt to the needs of training that considers the real possibilities of each student and the development of all capabilities. [...] a climate of cooperation and complicity is the best way we must carry out an assessment that aims to be formative (ZABALA, 1998, p. 210, our translation).

If evaluating is a loving act committed to the learner’s training, working on the climate of cooperation between teacher and student so that trust is established between them is necessary to propose a formative evaluation. Pedagogical practices permeated by affection and acceptance are essential in ECE and must be cultivated by educators committed to an assessment that is at the service of learning.

Therefore, evaluating in the formative modality does not represent the search for grades and accumulation of content. The aim is to record the development of children through a process that values the learning constructed through the students’ attempts.
Learning is an exercise in search and construction. Along this path, the teacher’s responsibility towards the student is to be a learning mediator, seeking didactics and teaching methodology that motivate the child always to know more. Arousing curiosity in the student to construct hypotheses about an object of study is a constant search for the educator.

Another type of assessment is summative. They are always applied at the end of the learning process. It is carried out at that moment when the aim is to assess how well the student has mastered a certain topic. It has a classificatory function. Therefore, it is an evaluative type correlated to traditional teaching with recurrent conservatism.

It is an assessment that measures the student as capable or incapable of being promoted to the next grade. It values the quantity of grades and performance in tests and exams. Moretto (2003, p. 94, our translation) says, “They assume that the grade reflects the corresponding learning, which is not always true”.

They are measuring the students by grade, classifying them within a limited time frame. If the student is well at the time of the test, they are successful. Suppose they are bad, whether due to any problem, the student is a failure. It is important to consider context as an integral part of learning. Favoring evaluation mechanisms that strengthen the student's ability to overcome difficulties contributes to advancement in the learning process.

From this perspective, the test cannot be an instrument of coercion for the student. It should not be a moment of “psychological terror” to threaten the student. Celso Antunes talks about this moment of evaluation that can take on a terrifying character if it is promoted in a segregating way:

If for good or excellent students, this climate was simply a source of night sweats and inexplicable chills, for mediocre or even weaker students, this approach seemed more like entering a torture room, where the horror of failure, in addition to humiliating and diminishing, segregating, and lying, robbed the student of an entire year of his life (ANTUNES, 2012, p. 40, our translation).

Contrary to this evaluative paradigm, in the RCNEI (BRASIL, 1998, p. 59, our translation) evaluation “[...] is a set of actions that help the educator to reflect on the learning conditions offered and adjust their practice to the needs posed by the students.” In this evaluative conception, evaluating is not classifying the student. Assessing is a self-assessment exercise. It is understanding which student needs need to be met. According to the document, evaluate:
It is an inseparable element of the educational process that allows the teacher to define criteria for planning activities and creating situations that generate advances in children’s learning. Its function is to monitor, guide, regulate, and redirect this process as a whole (BRASIL, 1998, p. 59, our translation).

From the perspective of evaluating in defense of the educational process, Luckesi (2005, p. 171, our translation) defends the idea that evaluation can be a loving act. The author says that “the act of love has the characteristic of not judging. Judgments will appear, but to give course to life (action) and not to exclude it.”

Judgment needs to be redirected to the learning process if the student is not successful in their student journey. Although summative assessment has the characteristic of measuring the result, it cannot be a reason for segregation for those students who have not met the teacher’s expectations regarding the learning process.

The evaluative path must be permeated with affection and attempts. Never a path of stereotypes or disbelief.

I define learning assessment as a loving act, in the sense that assessment is a welcoming, integrative, inclusive act. To understand this, it is essential to distinguish evaluation from judgment. Judgment is an act that distinguishes right from wrong, including the former and excluding the latter. Assessment is based on accepting a situation and then (and only then), judging its quality to provide support for change, if necessary (LUCKESI, 2005, p. 172, our translation).

Methodological procedures

The data analyzed were part of a qualitative research in Education, characterized as a case study. This investigation monitored the work carried out with the Physical Education (PE) teacher of the 5th stage of Early Childhood Education (ECE).

The choice for the 5th stage, whose age range is children aged 5, was made due to the greater ease that students of this age have with using cell phones, an instrument used as technological support in remote classes. Furthermore, the work carried out by the children in these classrooms provided more analysis content and feedback on the evaluation proposals the teacher prepared for the classes.

Qualitative research has some characteristics that will be analyzed in this article. In the book Research in Education: Qualitative Approaches by Lüdke and André (2014), we find notes on research of this nature. This type of investigation is particular because it uses the natural environment for data collection, and the researcher is the instrument for collecting information.
The authors say: “Qualitative research involves direct and prolonged contact between the researcher and the environment, and the situation being investigated, generally through intensive fieldwork” (LÜDKE; ANDRÉ, 2014, p. 12, our translation).

Within this perspective, we have research carried out in the virtual and school spaces. In the first half of 2021, due to the social distancing imposed by the pandemic, the research took place by monitoring activities in WhatsApp groups in the 5th stage. There was prolonged research contact to understand how assessments permeated the training aspect and how families reacted to remote teaching.

There was adherence to the activities proposed by the PE teacher, however, there was also a lack of interest in carrying out the work. Some parents justified their absence from study groups due to long working hours, broken cell phones, and incompatible schedules at home with their children’s schedules. Generally, they could do the activities at night. However, the children went to bed early.

In the second semester, contact with the environment was inside the school. A semester that provided insight into the development of training activities up close. By following the exercises, you can see how the face-to-face study improved the children’s development.

In the school environment, their social life was strengthened by contact with peers and teachers. They received affection and encouragement from teachers who worked hard to awaken students’ interest in doing more and better the activities proposed in the classroom.

Everyone was wearing a mask – to protect against the spread of the coronavirus – sometimes, it was difficult to see each child’s face. As there was a time to change masks, it was possible, little by little, to get to know the students more and recognize them throughout the semester.

Another aspect of qualitative research is that the data collected is predominantly descriptive. The authors outline this idea in the following excerpt: “The material obtained in these researches is rich in descriptions of people, situations, events; includes transcripts of interviews and statements, photographs, drawings and extracts from various types of documents” (LÜDKE; ANDRÉ, 2014, p. 13, our translation).

In the research, it was possible to observe the material used by the PE teacher and verify that the evaluation proposals had a formative nature, as they valued the children’s development process and had pedagogical intentionality. In the analysis of observations and results, teaching and learning activities and situations were scrutinized to understand how classes were organized.
In 5th stage A, it was always reported that children spent much time at home, studying remotely. Therefore, they were more sensitive and more apprehensive when socializing. They missed their parents and siblings. Time out of school was not good for the children. They could strengthen themselves in interactions and develop collegiality and a sense of sharing in the educational space. They would learn to share things and respect each other’s space.

In the 5th stage, C, the teachers’ reports showed a different point of view about the time the child spent at home in the development of remote teaching. According to teachers, students were unable to stay protected inside the school. The virus was killing a lot. Without a vaccine, there was nothing else to be done other than remote teaching. Although learning does not perform as well as in-person teaching, other values were strengthened, such as family life, the involvement of parents in their children’s school lives, and the importance of valuing the school and its professionals. Somehow, everything served as a learning experience and overcoming.

In general, it was noticeable that the teachers always paid great attention to the teaching process, making the necessary interventions whenever they found that learning was not as expected. They understood that the pandemic context affected the social and emotional lives of everyone, including children. Therefore, daily school life needed to be worked with affection, always respecting the environment in which the child was inserted.

The child's realization of the adult they should become does not follow a linear path without forks or detours. The master guidelines that it normally follows nevertheless represent frequent uncertainties and hesitations. But how many other, more fortuitous occasions also force them to choose between effort and renunciation? They arise from the environment – among people and things (WALLON, 1995, p. 31, our translation).

The child is influenced by the environment in which they are immersed. Upon returning to school in person, within a more auspicious scenario due to vaccination, it was necessary to provide students with a social environment permeated with affection and security. In this way, the child felt safer and strengthened in their social and emotional aspects, resulting in more meaningful and fruitful learning.
Analysis of observations and results

The BNCC brings ten general skills to develop in students during schooling. The tenth competence says the following: “Act personally and collectively with autonomy, responsibility, flexibility, resilience, and determination, making decisions based on ethical, democratic, inclusive, sustainable, and supportive principles” (BRASIL, 2018, p. 12, our translation).

This competence can be correlated with the activities developed by the PE teacher for children in the 5th stages, as playing gives the student an awareness of the community. Winning or losing in a game makes the child – already in preschool – act flexibly and realize that they must be supportive of their peers.

Playing is a creative human activity in which imagination, fantasy, and reality interact to produce new possibilities of interpretation, expression, and action for children, as well as new ways of building social relationships with other subjects, children and adults (VYGOTSKY, 1987, p. 35, our translation).

In WhatsApp groups, PE activities always focused on developing motor skills and imagination. One of the activities launched by the teacher was “Throwing”. Parents had to separate an egg tray made of cardboard and a small ball (it could be made of paper). The tray was placed on the floor, and the child was far from the object. The idea was to throw the ball and fit it into the tray. The proposal was ten pitches. Whoever scored the most points won the competition.

The children interacted a lot in the study group. They sent videos of playing with their parents and older brothers and counted the points at the end of the recording. It was a fun and interactive moment with the family.

Students without internet access could schedule an appointment with the PE teacher and carry out the activity at school. The teacher recorded the child and sent the video to the group. There has always been great care for including students with greater social vulnerability. Everything was done so that everyone felt like they belonged to the school.

After the videos were sent to the group, the teacher analyzed the game the students played and gave the families feedback. He said that the “Throwing” game worked with the child’s motor skills, making them develop the notion of strength in throwing.

The idea of space was also worked on because if the shot happened from a point further away from the tray, more force would have to be exerted by the student for the ball to reach the desired place. If the shot were closer to the paper tray, less force would be used to score points.
Another game developed by the teacher was “Goal Shot”. The mother, father, or guardian should play with the child using a ball and a chair to serve as a goal. They had to place the chair in a space, take a few steps back, and make a mark on the floor. He kicked the ball in the marketplace to make it pass under the chair to score the goal. If he hit the leg of the chair, he was supposed to shout “beam” and try to kick again. The activity was collective. Parents or siblings should participate to create a collective environment for competition.

This game aimed to develop body control, differentiate each part of the body through movement, systematize the notion of space and time, improve performance in strength, resistance, and speed activities, and cooperate in the group’s work.

The teacher always asked that families send an audio, photo, or video showing whether the child could perform the activity after the task was completed. The feedback helped the teacher understand the child’s difficulties and challenges while playing the game. From this perspective, the teacher replanned his classes to meet the student’s learning process.

PE activities are formative and intend to promote the child’s development, preparing them to understand the importance of teamwork in social relationships. Games in PE classes provide children with varied experiences. Therefore, playing is in line with national curricular guidelines for Early Childhood Education:

Early Childhood Education curricular proposals must ensure that children have varied experiences with different languages, recognizing that the world in which they are inserted, due to their own culture, is largely marked by images, sounds, speech, and writing. In this process, it is necessary to value the ludic, games, and children's cultures (BRASIL, 2010, p. 95, our translation).

Therefore, games in the first stage of Basic Education serve as a formative and procedural assessment, as they aim to provide the child with significant learning opportunities. Learning to win and lose, improving community life, and enhancing motor skills are essential gains in the child's development within the preschool space.

Final considerations

The contemporary educational scenario requires teachers to be dynamic in their pedagogical practices. From the perspective of the Physical Education discipline, the teacher mustn’t place himself as a central piece in the teaching-learning process, maintaining the conversational ways of teaching, such as promoting expository classes with an emphasis on orality, making teaching monotonous and exhausting.
However, it is necessary to invest in continuing teacher training to bring them into the contemporary educational scenario in a way that is prepared to face the challenges of today’s teaching. The PNE sets twenty goals to increase the quality of education. In goal 16, we find the following wording:

Goal 16: to train, at the postgraduate level, 50% (fifty percent) of basic education teachers by the last year of validity of this PNE and guarantee training to all basic education professionals continued in its area of activity, considering the needs, demands, and contextualization of education systems (BRASIL, 2014, p. 25, our translation).

Therefore, it is essential to invest in the training of teachers so that they have adequate continuing education to promote more meaningful classes for students. Time is pressing, and education professionals need to pay attention to this. Improving your teaching practice and linking it to technological resources are unique needs to streamline the curricular content and present the subject more innovatively. This is made explicit in the document below:

In teaching, learning, and evaluating activities, it is recommended that professionals involve students more in digital activities, monitor their actions and interactions, and provide feedback, intending to improve the effectiveness of individual and collaborative practices. Using a digital environment to support learning is recommended — and currently, in Brazil, several private schools use this strategy to provide interactive and collaborative extra-class activities for students. However, this implies the availability of the resource (server with the platform installed and managed appropriately) and the teacher’s digital technological fluency, as discussed by Schneider, Franco, and Sabrito (TAROUÇO, 2019, p. 43, our translation).

It is concluded that the school needs to be an inclusive place for students in different situations and for the teacher. Investing in continuing teacher training to use Digital Information and Communication Technologies (DICTs) effectively and always at the service of pedagogy and the development of criticality is necessary.

Schools, with the help of education systems, can seek resources to offer digital media in sufficient numbers to meet student demand so that all students are included in the world of technology.

The importance of combining technological resources with inclusive and dynamic assessment is clear. Conceived as a constitutive part of learning, an activity with more errors should not be stigmatized as incapable of being modified. On the contrary, analyzing different activities of the same class within the PE discipline, the heterogeneity of performances is evident.
Children’s errors can be valued as valid attempts to reconstruct knowledge in this observation. In the training course, errors are welcome, as they show the student’s initiative in exploring the activity. When you don’t get it right, your progress is noticeable when you redo the exercise and improve your understanding of the requested idea.

This shows the commitment to promoting - increasingly and better - a formative assessment that considers the student capable of evolving in their cognitive learning stages.

When it comes to the results analyzed regarding school assessment with digital information and communication technologies, within the WhatsApp application in PE classes, it was possible to observe a necessary learning process for teachers to deal with technology in times of pandemic. Even the teachers most averse to technological resources needed to reinvent themselves to provide remote student support.

Media resources have been necessary at school since the first semester of 2020 when the Coronavirus pandemic devastated Brazil and the world. As an educational space, the school needed to think of teaching strategies that met the needs of students so that they were not harmed by not being physically in the school environment.

The challenge imposed new ways of teaching on teachers. In this context, DICTs gained strength in learning structures. At ERC, 5th stage teachers created WhatsApp groups with students’ families to establish an educational communication channel. Every week, the teachers recorded videos telling stories, in reading classes, and videos requesting activities.

Participation in the 5th stage, C, was more expressive. Families became more enthusiastically involved and sent photos and videos of children doing the activities. In the 5th stage B, participation was lower. The teacher said that many parents in this class worked night shifts and did not have time to accompany the group during the day. Another justification was the disbelief of many parents in remote teaching. They wanted the child to return to ERC in person because, at home, the “child didn’t learn as well as he learned at school”.

The school unit was very cautious regarding the exposure of children. All parents and guardians signed an authorization form to publish the students’ images. In the study group, videos were recorded with the participation of families. Mainly in PE classes, because – to carry out collective activities – families got involved in the exercises. They played jump rope with the children and played football in the backyard. It was a very playful moment between parents and children.

The teachers, at first, were afraid about the families’ participation in the study group. At first, participation was small. Afterward, the parents began to enjoy the educators’ recordings,
and their confidence in exposing themselves to the group increased. Consequently, family participation also expanded. Every day, the teachers provided remote assistance. They agreed with the families on a fixed schedule and posted the activities. Then, the returns began.

The parents’ audios were constant. Sometimes, those responsible would talk to the teachers in private when they were unable to carry out the proposed activities. Other times, they explained that the child was not in good health and did not perform the week’s exercises.

The teachers were always very responsive to parents’ queries. They responded to the group outside of working hours. At night, it was a time for much interaction between families in the study group since most worked during the day. When the educators did not resolve doubts at night, early in the morning the next day, they would record an audio to clarify any questions. Families were always grateful for the teachers’ attention and felt welcomed during the interaction.

The research developed in the 5th stage of ECE was fundamental to reflect on the perspective of formative assessment, especially with a focus on PE classes. Thinking about assessment in the learning process means taking an introspective look at pedagogical practices inside and outside the classroom.

Pedagogical forms, being at the service of meaningful learning, place the child at the center of planning. In this regard, analyzing the evaluation act is valid so that the teacher always reviews the teaching practice and resizes the action of the teaching and learning process so that the curricular content gains meaning in the eyes of the student.

The school we want for everyone is a space open to change. From this perspective, it is necessary to understand evaluation as part of the process and never as an end. The study developed in the research concluded that Early Childhood Education preserves the formative model of assessment in a very accentuated way in Physical Education classes. Monitoring and recording trace the child’s progress so that it is clear how much they have developed through interactions and games at home and school.

Therefore, there is an assessment scenario that could be mirrored at other levels and modalities of teaching, as it preserves assessment as a continuous and procedural act. Schools need to view assessment as formative and fight for this idea to be a defense for teachers. Revisiting assessment practices and resizing them for teaching quality and learning efficiency are part of the educator’s intrinsic activity.

Thinking about pedagogical practices and the concept of assessment is part of an infinite movement, as the school is a living space whose subjects are students from different
social, cultural, and economic realities. Given this, it is up to teaching systems and educational institutions not to settle for the concept of assessment but to study it carefully and consistently.

Therefore, there is a continuous commitment to offering a comprehensive education to students, preparing them for the exercise of citizenship and complete development in their physical, mental, and social aspects – always in conditions of freedom and dignity.

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