

PHYSICAL EDUCATION – Individual Sports

Grade	CORE KNOWLEDGE & SKILLS FOR PRACTICAL PERFORMANCE OF INDIVIDUAL SPORTS <i>(Athletics, Trampolining, Dance, Gymnastics, Golf, Singles Badminton, Singles Table Tennis, Singles Tennis, Climbing, Kayaking, Canoeing, Skiing, Swimming...)</i>	Skills	Full Context	Total Score
9A A*1	<p>EXCELLING:</p> <ul style="list-style-type: none"> The quality of technique is maintained for all skills and throughout all practices and performances of set skills. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. Students almost always produce the intended technique for more complex skills. The student shows a high level of ability to make successful and effective decisions, almost always fully relevant to the routine/sequence/skill being performed. The student's contribution is highly effective, significant and sustained for almost all of the routine/sequence/performance. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during routines/sequences/set skills. The application of skill is fully appropriate. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in their routine/sequence or to ensure a quality performance. <p>How this relates to CORE P.E.</p> <ul style="list-style-type: none"> Develop expert technique to improve performance Apply advanced techniques across different sports and physical activities with consistency, precision and flair Develop a variety of advanced skills and techniques to be able to perform high level routines/sequences/complete skills or courses. Evaluate and improve performances compared to previous ones Develop skills to solve problems Develop high levels of personal fitness Understand and apply the long-term health benefits of an active, healthy lifestyle Enjoy communicating, collaborating and competing with each other Act as a role model to others, demonstrating a coherent set of values Build trust Regularly participate in competitive sports and activities outside of school 	10	14-15	25
9B A*2		10	14-15	24
8A A*3		10	14-15	23
8B A1		9	13	22
7A A2		9	13	21
7B A3		9	13	20

PHYSICAL EDUCATION – Individual Sports

<u>Grade</u> 6A B1	<p><u>SECURING:</u></p> <ul style="list-style-type: none"> The quality of technique is maintained for all skills but may start to deteriorate in the most challenging performance of set skills. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. Students regularly produce the intended technique for medium to complex skills. The student shows the ability to make successful and effective decisions, usually relevant to the level of routine/sequence or the skills needed to be demonstrated, with only minor lapses. The student's performance is usually effective and significant and is sustained for the majority of the routine/sequence/desired performance/skill. The student maintains technique, accuracy and consistency in the performance of all skills in routines/sequences/performances. The application of skill is usually appropriate to their level of routine/sequence/performance, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills for the level of routine/sequence/performance. <p><u>How this relates to CORE P.E.</u></p> <ul style="list-style-type: none"> Develop a high level of technique to improve performance Apply techniques across different sports and physical activities with consistency and control Develop a variety of different tactics and strategies to perform a routine/sequence/certain performance outcome. Analyse and improve performances compared to previous ones Develop skills to solve problems Develop personal fitness Engage in an active, healthy lifestyle Enjoy communicating, collaborating and competing with each other Display values such as leadership, resilience, respect and etiquette Build trust Participate in competitive sports and activities outside of school 	8	11-12	19
6B B2		8	11-12	18-19
5A B3		8	11-12	18
5B C1		7	10	17
4A C2		6	10	16
4B C3		5-6	10	15

PHYSICAL EDUCATION – Individual Sports

Grade 3A D1/ D2	<p><u>DEVELOPING:</u></p> <ul style="list-style-type: none"> The quality of technique is maintained for most skills but may deteriorate in the most challenging performance of set skills. When faced with challenging skills the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. Students may make occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended technique for basic to medium level skills. The student shows the ability to make successful decisions but there may be some obvious weaknesses and they are occasionally not relevant to the routine/sequence/performance. The student's performance is sometimes effective and significant but it is not entirely sustained throughout the routine/sequence/performance, with the student being distracted during some periods. The student maintains technique in the performance of most skills in a routine/sequence/performance but it is not always consistent. The application of skill is not consistently appropriate for the routine/sequence/set performance. The student demonstrates some ability to select and apply appropriate skills for their routine/sequence/performance, though there may be some obvious areas of weakness. <p><u>How this relates to CORE P.E.</u></p> <ul style="list-style-type: none"> Develop a broad range of skills (specifically control, fluency, and movement aesthetically, in isolation and in combination) Apply a broad range of skills (specifically control, fluency and movement aesthetically) Link skills to make more complex movement patterns Compare and improve performances with previous ones Develop flexibility, strength, technique, control and balance Enjoy communicating, collaborating and performing with each other Develop values such as hard work, commitment, and group work Develop choreography skills to be able to create interesting routines/sequences/performances. Develop coaching and leadership skills to be able to help others improve. Build trust Participate in exercise, sports and activities outside of school 	5-6	8-9	14
3B D3/ E1		5-6	8-9	12-13
2A E2/E 3		3-4	6-7	10-11
2B F1/F 2		3-4	1-5	9
1A F3/ G1		1-2	1-5	6-8
1B G2/ G3	1-2	1-5		

PHYSICAL EDUCATION – Individual Sports

Grade P8 U	<u>PREPARING for GCSE:</u> <u>How this relates to CORE P.E.</u>	0	0	0
P7 U	<ul style="list-style-type: none"> ● Develop fundamental movement skills (specifically control, fluency, and movement aesthetically, in isolation and in combination) ● Apply a range of skills (specifically control, fluency, and movement aesthetically, in isolation and in combination) ● Apply basic principles of choreography ● Perform dances using simple movement patterns ● Link skills to make actions and sequences of movement ● Learn how to evaluate and recognise own success ● Develop agility, balance, technique and coordination ● Work well individually by being an active participant, attentive and motivated, and possessing a positive attitude ● Work well with others through listening, initiating and contributing ● Develop confidence ● Participate in exercise, sports and activities outside of school 	0	0	0
P6 U		0	0	0
P5 U		0	0	0
P4 U		0	0	0
P3 U		0	0	0
P2 U		0	0	0
P1 U		0	0	0

The main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.