

# PHYSICAL EDUCATION – Team Sports

Grade	<b>CORE KNOWLEDGE &amp; SKILLS FOR PRACTICAL PERFORMANCE OF TEAM SPORTS</b> <small>(Basketball, Football, Rugby Union, Rugby League, Netball, Hockey, Doubles Badminton, Doubles Table Tennis, Cricket, Handball...)</small>	Skills	Full Context	Total Score
<b>9A A*1</b>	<p><b><u>EXCELLING:</u></b></p> <ul style="list-style-type: none"> <li>● The quality of technique is maintained for all skills and throughout all practices.</li> <li>● When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations.</li> <li>● There are very few errors and the student is adaptive when faced with progressively challenging situations.</li> <li>● Students almost always produce the intended results/accuracy.</li> <li>● The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played.</li> <li>● The student's contribution is highly effective, significant and sustained for almost all of the game/performance.</li> <li>● The student maintains a high level of technique, accuracy and consistency in the performance of all skills during set pieces and open play.</li> <li>● The application of skill is fully appropriate to their position/role.</li> <li>● The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.</li> </ul> <p><b><u>How this relates to CORE P.E.</u></b></p> <ul style="list-style-type: none"> <li>● Develop expert technique to improve performance</li> <li>● Apply advanced techniques across different sports and physical activities with consistency, precision and flair</li> <li>● Develop a variety of advanced tactics and strategies to overcome opponents</li> <li>● Evaluate and improve performances compared to previous ones</li> <li>● Develop skills to solve problems</li> <li>● Develop high levels of personal fitness</li> <li>● Understand and apply the long-term health benefits of an active, healthy lifestyle</li> <li>● Enjoy communicating, collaborating and competing with each other</li> <li>● Act as a role model to others, demonstrating a coherent set of values</li> <li>● Build trust</li> <li>● Regularly participate in competitive sports and activities outside of school</li> </ul>	10	14-15	25
<b>9B A*2</b>		10	14-15	24
<b>8A A*3</b>		10	14-15	23
<b>8B A1</b>		9	13	22
<b>7A A2</b>		9	13	21
<b>7B A3</b>		9	13	20

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

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<b>Grade 3A D1/ D2</b>	<p><b>DEVELOPING:</b></p> <ul style="list-style-type: none"> <li>The quality of technique is maintained for most skills but may deteriorate in the most challenging practices.</li> <li>When faced with opposition, the effectiveness of decision making is inconsistent.</li> <li>The student makes more effective decisions in predetermined situations than in spontaneous situations.</li> <li>Students may make occasional errors and the student is sometimes adaptive when faced with progressively challenging situations.</li> <li>They sometimes produce the intended results/accuracy.</li> <li>The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played.</li> <li>The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods.</li> <li>The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent.</li> <li>The application of skill is not consistently appropriate to their position.</li> <li>The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.</li> </ul> <p><b>How this relates to CORE P.E.</b></p> <ul style="list-style-type: none"> <li>Develop a broad range of skills (specifically running, jumping, throwing &amp; catching in isolation and in combination)</li> <li>Apply a broad range of skills (specifically running, jumping, throwing &amp; catching in isolation and in game-situations)</li> <li>Link skills to make more complex movement patterns</li> <li>Compare and improve performances with previous ones</li> <li>Develop flexibility, strength, stamina, technique, control and balance</li> <li>Enjoy communicating, collaborating and competing with each other</li> <li>Develop values such as teamwork, commitment, respect and fair play</li> <li>Develop coaching and leadership skills to be able to help others improve.</li> <li>Build trust</li> <li>Participate in exercise, sports and activities outside of school</li> </ul>	5-6	8-9	14
<b>3B D3/ E1</b>		5-6	8-9	12-13
<b>2A E2/E 3</b>		3-4	6-7	10-11
<b>2B F1/F 2</b>		3-4	1-5	9
<b>1A F3/ G1</b>		1-2	1-5	6-8
<b>1B G2/ G3</b>		1-2	1-5	

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

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