

## HEAD HEART HANDS



### *MY KNOWLEDGE OF P.E.*

✓ Decision Maker ✓ Confident ✓ Creative ✓ Effective Feedback ✓  
Understanding ✓ Analysis ✓ Responsibility ✓ Rules



### *MY ATTITUDE TO LEARNING*

✓ Organised ✓ Motivated ✓ Passionate ✓ Positive Attitude  
✓ Role Model ✓ Communication ✓ Leadership ✓ Respect ✓  
✓ Resilience ✓ Effort



### *MY PHYSICAL PERFORMANCE*

✓ Teamwork ✓ Technique ✓ Problem Solving  
✓ Physical Ability ✓ Fitness Levels ✓ Tactics  
✓ Competitive

## HEAD



## HOW CAN I IMPROVE?



### MY KNOWLEDGE OF P.E.

✓ Decision Maker ✓ Confident ✓ Creative ✓ Effective Feedback ✓  
Understanding ✓ Analysis ✓ Responsibility ✓ Rules



Do I always make the right decisions?



Am I confident in my sport and exercise knowledge and ability?



Do I show creativity in my work and ideas?



Does my feedback improve performance?



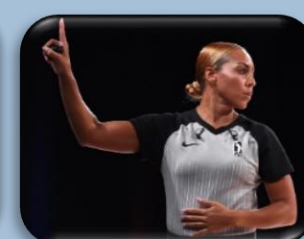
Do I understand each activities rules, tactics and techniques?



Can I analyse my own and others strengths and weaknesses?



Do I take responsibility and lead by example?



Am I able to officiate or referee in a range of activities?

## HEART



## HOW CAN I IMPROVE?



### *MY ATTITUDE TO LEARNING*

- ✓ Organised ✓ Motivated ✓ Passionate ✓ Positive Attitude ✓ Role Model
- ✓ Communication ✓ Leadership ✓ Respect ✓ Resilience ✓ Effort



Do I always have the correct PE kit?



Am I always able to give 100% effort in my lessons?



Am I always motivated to improve and show progress?



Do I always keep trying instead of giving up?



Do I always respect my peers, the staff and the lesson environment?



Am I an effective, polite, clear communicator?



Am I passionate about leading, officiating, coaching or playing sport?



## HANDS



## HOW CAN I IMPROVE?



### *MY PHYSICAL PERFORMANCE*

✓ Teamwork ✓ Technique ✓ Problem Solving ✓ Physical Ability ✓  
Fitness Levels ✓ Tactics ✓ Competitive



Am I an effective "team player"?



Do I always demonstrate the correct technique?



Can I always solve technical and tactical problems?



Am I a talented performer in a range of sports and activities?



Are my fitness levels high or improving?



Am I able to implement different tactics to ensure individual and team success?



Do I enjoy applying my skills to competitive situations?

| Head - Year 7                                   | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>  | <u>Expected Standard (E)</u>   | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>   |
|---|---|--|--|---|--|
| <b>Decision Making &amp; Creativity</b>         | <p>I'm not sure what skill to select in order to be successful in a 1v1 or team game.</p> <p>For example – In badminton, I often choose the wrong shot to play and end up losing a rally.</p>   | <p>I have a good idea of what skill I should use but can find it hard to apply in a game situation.</p> <p>For example – In football, I know I should pass the ball but take too long on the ball and get tackled.</p>   | <p>In some situations, I can make the right decision which can lead to success.</p> <p>For example – when in possession in basketball, I sometimes make the right decision of when to pass or shoot, which can lead to my team scoring.</p>  | <p>In most activities I can often make quick decisions success which usually lead to success.</p> <p>For example – in cricket, I often choose the right shot to play which helps me score more runs.</p>  | <p>In most activities, I can regularly make quick, efficient decisions which lead to regular success.</p> <p>For example – in rounders, I can always hit the ball into gaps in the field, so I regularly score rounders.</p>   |
| <b>Sport and Exercise Knowledge</b>             | <p>I'm not interested in the benefits of exercise in PE.</p> <p>I don't know why we do a warmup or a cool down.</p>   | <p>I don't quite know the benefits we gain from exercising in PE.</p> <p>I have some understanding of why we warm up or cool down.</p>   | <p>I have some understanding of the benefits of participating in PE.</p> <p>I know why we warm up or cool down.</p>  | <p>I can describe some health and fitness benefits of participating in PE.</p> <p>I can describe why it's important to warm up and cool down.</p>   | <p>I can describe the benefits of PE and name some of components of fitness, giving examples of activities that require them.</p> <p>I can explain why it's important to warm up and cool down.</p>  |
| <b>Rules, Tactics and Technique</b>             | <p>I don't understand the <b>rules</b> for most of the activities I have taken part in.</p> <p>I would struggle to think of the <b>techniques</b> we have covered in different activities.</p> <p>I have low confidence in performing key skills in sports e.g., passing in basketball.</p> | <p>I have a basic understanding of the <b>rules</b> and <b>techniques</b> for some of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> of football, but I'd struggle to state rules of all the activities we've covered so far.</p> <p>I might be able to state how to perform some <b>key skills</b>, like a pass in football, but I wouldn't be able to do that across many skills and sports.</p> <p>If I were playing in a team or as in individual, I'd struggle to describe <b>tactics</b> that could be used to outwit my opponent or lead to success.</p> | <p>I have a basic understanding of the <b>rules</b>, and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> of football, netball and badminton but I'd struggle to state rules of all the activities we've covered so far.</p> <p>I can state how to perform <b>key skills</b> for many of the sports, like shooting in basketball, but I wouldn't be able to do that across all sports.</p> <p>If I were playing in a team or as in individual, I can think of a <b>tactic</b> that could be used to outwit my opponent or lead to success.</p> | <p>I have a good understanding of the <b>rules</b>, <b>tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>I would be able to describe how to perform <b>key skills</b> in many different sports but not all of them.</p> <p>If I were playing in a team or as an individual, I'd be able to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success for some sports.</p> | <p>I have a good understanding of the <b>rules</b>, <b>tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>I would be able to describe how to perform some <b>key skills</b>, like catching in cricket, across most activities.</p> <p>If I were playing in a team or as in individual, I'd be able to describe different <b>tactics</b> that could be used to outwit my opponent or lead to success for most sports.</p> |
| <b>Feedback and Performance Analysis Skills</b> | <p>I don't know what my strengths and weaknesses are in PE.</p>   | <p>I can identify my strengths and weaknesses in some activities.</p>  | <p>I can describe my strengths and weaknesses in some activities, but I'd struggle across all areas covered so far.</p>  | <p>I can describe my strengths and weaknesses in most activities, but I'd struggle across all areas covered so far.</p>   | <p>I can describe mine and other's strengths and weaknesses in all activities covered so far. I can feed this information back to others.</p>  |
| <b>Official or Referee Ability</b>              | <p>I don't know the rules and scoring for any of the sporting activities we do.</p>   | <p>I know some of the rules and how to score for a few of the activities we have covered.</p>  | <p>I know some of the rules and how to score for one or two activities.</p>  | <p>I know most of the rules and how to score across a range of sports, but I wouldn't yet be confident to referee a game.</p>   | <p>I know most of the rules for most of the activities we've covered so far and would be confident to referee games in lesson for some sports.</p>   |

| Heart – Year 7                                      | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>  | <u>Expected Standard (E)</u>  | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>  |
|---|---|--|---|---|---|
| <b>Standards of PE kit</b>                          | I rarely have my PE kit and usually have lots of detentions.  | I sometimes forget my kit and end up with detentions.  | I might make the odd mistake, but generally, I always have the correct kit and equipment.   | I always have the correct kit and equipment for every lesson.   | I always have the correct kit and equipment for every lesson including sports specific equipment e.g., football boots for football lesson.  |
| <b>Motivation, Attitude, Effort and Progress</b>    | I rarely give 100% effort in PE. This affects my progress.  | I often give 100% effort in PE. This can affect my progress.   | I always give 100% effort in PE as I know this will help me progress.   | I always give 100% effort in PE, in everything I do. I often help to motivate others too. I know this will help me progress in all areas of HHH.  | I always give 100% effort in PE in everything I do, and I encourage others around me to do the same. I know this will help me progress in all areas of HHH.   |
| <b>Passion and Attitude for Sport and Exercise</b>  | I don't really enjoy sport and exercise and don't see the point in doing it.<br><br>I'm not interested in playing, leading, coaching or officiating in lessons. | I'm only interested in playing in sports and activities that I enjoy.<br><br>I hope to improve my skills as a player, leader, coach and official in those sports.                    | I enjoy sport and exercise lessons and look forward to them.<br><br>I hope to improve my skills as a player, leader, coach and official in all sports.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I will sometimes volunteer for small roles in lesson so I can improve my skills as a player, leader, coach and official.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I often volunteer for roles so I can improve my skills as a player, leader, coach and official. I also try and help others improve in the roles they have been given.   |
| <b>Communication Skills, Respect and Leadership</b> | I don't communicate with others in lesson to give them information or feedback.   | I'm a confident communicator in some activities, but not all. I don't really give information or feedback in my less knowledgeable areas.<br><br>My communication is usually polite. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in.<br><br>I'm confident in leading some activities in small groups.<br><br>I know that my communication is effective and polite. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective and polite.<br><br>I'm confident in leading small across a range of activities. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective, polite, empathetic and helps others to progress quickly.<br><br>I'm confident in leading small and even larger groups of my peers across a range of sports and activities. |
| <b>Resilience</b>                                   | If I find something challenging, I give up easily.  | If I don't like something or if I find it challenging, I don't try as hard, or I sometimes give up.  | I always keep trying, even if the activity is challenging.  | I always keep trying, even if the activity is challenging. I also try and help others to overcome challenges.   | I always keep trying, even if the activity is challenging. I am also able to help others overcome challenges and show progress.   |

| Hands – Year 7                                     | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>  | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>  |
|--|---|---|---|---|---|
| <b>Teamwork</b>                                    | I'm not really a team player. I tend to avoid working with others or when I do, it can lead to arguments or disruption.   | I only enjoy working in a team with my friends. I tend to avoid working with others.  | I'm able to work in a team with all members of my class and they enjoy working with me.   | I'm able to work in a team with all members of my class and I can often contribute technically and tactically towards the team's success.   | I'm able to work in a team with all members of my class and I can often contribute technically and tactically towards the team's success. I always help to motivate and praise others in my team.   |
| <b>Problem Solving</b>                             | When faced with a technical challenge, I don't really have any problem-solving skills.<br><br>For example – If I struggle to hit the shuttlecock in badminton, I don't change my technique. | When faced with a challenge I will attempt to overcome it, but often struggle to be successful.<br><br>For example – I have good balances in my gymnastics routine but wouldn't know how to link them together.                               | When faced with challenges or problems (technical or tactical) I will always attempt to solve them with some success.<br><br>For example – I can think of ways to avoid being tackled in rugby by outwitting my opponent with some success.     | I can often problem solve in lessons which helps me improve my technical and tactical performance and understanding.<br><br>For example – I can think of ways to beat my opponent in a table tennis match.  | I can often problem solve in lessons and will always try to help others improve their problem-solving skills which can help everybody improve their technical and tactical performance and understanding.<br><br>For example – if a friend is struggling with their bowling technique in cricket, I can help advise them. |
| <b>Physical Ability, Technique and Competition</b> | I struggle with basic skills in most of the sports and activities we play.<br><br>I have low confidence when competing against others.  | I can perform <b>some</b> basic skills on their own, but not usually in a game. I can sometimes lose focus or confidence.<br><br>For example – I can pass a basketball in pairs but when I try in a match, the other team intercept the ball. | I can perform basic skills well in isolation and can apply <b>some</b> of them under competitive pressure.<br><br>I might be able to do <b>some</b> advanced skills in isolation for some activities, but I might struggle in a game situation. | I can perform <b>many</b> basic skills across most of the activities when under competitive pressure and some advanced skills in isolation but not yet in competition.<br><br>For example – I can shoot the ball in basketball but still need some practise with my lay-up. | I can demonstrate <b>many</b> basic skills and <b>some</b> advanced skills across all activities when under competitive pressure.<br><br>For example – I can use the correct technique to throw a cricket ball (basic) and a javelin off a run-up (advanced).   |
| <b>Fitness Levels</b>                              | My fitness levels are poor, so I often struggle to complete tasks and activities effectively.   | I have limited physical fitness levels, so I struggle in some tasks and activities.   | My physical fitness levels are good which helps me to perform to a good standard in a range of tasks and activities.  | My physical fitness levels are very good which helps me to perform to a high standard in a range of tasks and activities.   | My physical fitness levels are outstanding which helps me to perform to an exceptional standard in a range of tasks and activities.   |
| <b>Tactics</b>                                     | I rarely select the right skill or tactic for a situation.<br><br>For example – I wouldn't know what tactics to use for an 800m race.   | I always attempt to apply the right skill or tactic if I'm told what it is, but struggle to think of tactics on my own.<br><br>For example – I can hit the ball in rounders, but I don't hit it into the gaps.                                | I can sometimes select the right skill for a situation, and I can sometimes select the right tactic for it on my own.<br><br>For example – I can find space in a game.  | I can often select the right skill and tactic in a situation for different activities.<br><br>For example – I often know when to shoot in basketball and I use the correct technique.   | I can usually select the right skill and tactic in a situation across a range of activities. I can also help others with their tactical decisions<br><br>For example – in netball, I usually select the right pass to a teammate, even when they're marked by a taller player.  |

| Head – Year 8                                   | <u>Below Expected Standard (B)</u>   | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>   | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>   |
|---|--|---|--|---|--|
| <b>Decision Making &amp; Creativity</b>         | <p>I'm not sure what skill to select in order to be successful in a 1v1 or team game.</p> <p>For example – In badminton, I often choose the wrong shot to play and end up losing a rally.</p>  | <p>I have a good idea of what skill I should use but can find it hard to apply in a game situation.</p> <p>For example – In football, I know I should pass the ball but take too long on the ball and get tackled.</p>  | <p>In some situations, I can make the right decision which can lead to success.</p> <p>For example – when in possession in basketball, I sometimes make the right decision of when to pass or shoot, which can lead to my team scoring.</p>  | <p>In most activities I can often make quick decisions success which usually lead to success.</p> <p>For example – in cricket, I often choose the right shot to play which helps me score more runs.</p>  | <p>In most activities, I can regularly make quick, efficient decisions which lead to regular success.</p> <p>For example – in rounders, I can always hit the ball into gaps in the field, so I regularly score rounders.</p>   |
| <b>Sport and Exercise Knowledge</b>             | <p>I am not very interested in the benefits we gain from exercising in PE.</p> <p>I don't know why we warm up and cool down.</p>   | <p>I have some understanding of the benefits of participating in PE.</p> <p>I have some understanding of why we warm up or cool down but I'm not sure how to describe it.</p>   | <p>I can describe some health and fitness benefits of participating in PE.</p> <p>I can describe why it's important to warm up or cool down.</p>   | <p>I can describe the benefits of PE and name some of components of fitness, giving examples of activities that require them.</p> <p>I can describe why it's important to warm up and cool down.</p>  | <p>I can explain the benefits of PE and I understand how the different components of fitness for each activity can help me succeed.</p> <p>I can explain the benefits of warming and cooling down, how we should do it and how it might differ between activities.</p>   |
| <b>Rules, Tactics and Technique</b>             | <p>I don't really understand the rules, tactics and techniques for most of the activities I have taken part in.</p> <p>I would struggle to think of a tactic to outwit my opponent or become successful.</p> <p>I have low confidence in performing key skills in sports e.g. passing in basketball.</p> | <p>I have a basic understanding of the <b>rules, tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> of football, but I'd struggle to state rules of all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd struggle to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success.</p> <p>I might be able to state how to perform some <b>key skills</b>, like a pass in football, but I wouldn't be able to do that across many skills and sports.</p> | <p>I have a good understanding of the <b>rules, tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> from some activities, but I'd struggle to state any rules for all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success for some sports, but not for all the activities we've covered so far.</p> <p>I would be able to describe how to perform some <b>key skills</b>, like shooting in netball, across a range of activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> | <p>I have a good understanding of the <b>rules, tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could explain some of the <b>rules</b> from most activities, but I'd struggle to explain rules for all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success for most sports, but not for all the activities we've covered so far.</p> <p>I would be able to describe how to perform some <b>key skills</b>, like catching in cricket, across most activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> | <p>I have a strong understanding of the <b>rules, tactics</b> and <b>techniques</b> of most activities I have taken part in.</p> <p>For example – I could go into detail about the <b>rules</b> from all activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe a <b>tactic</b> that could be used to outwit my opponent or lead to success for all activities we've covered so far.</p> <p>I would be able to describe how to successfully perform most <b>key skills</b>, like dribbling in hockey, across most activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> |
| <b>Feedback and Performance Analysis Skills</b> | <p>I don't know what my strengths and weaknesses are in PE.</p>  | <p>I can identify my strengths and weaknesses in some activities.</p>   | <p>I can describe my strengths and weaknesses in some activities, but I'd struggle across all areas covered so far.</p>  | <p>I can describe my strengths and weaknesses in most activities, but I'd struggle across all areas covered so far.</p>   | <p>I can describe mine and other's strengths and weaknesses in all activities covered so far. I can feed this information back to others.</p>  |
| <b>Official or Referee Ability</b>              | <p>I am unsure of the rules and scoring in all sporting activities we do.</p>  | <p>I know some of the scoring systems for one or two activities, but not all the rules.</p>   | <p>I know the basic rules and how to score for most activities.</p>  | <p>I know most of the rules and how to score across a range of sports, but I wouldn't yet be confident to referee a game.</p>   | <p>I know most of the rules for most of the activities we've covered so far and would be confident to referee games in lesson.</p>   |



| Heart – Year 8                                      | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>  | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>  |
|---|---|---|---|---|---|
| <b>Standards of PE kit</b>                          | I rarely have my PE kit and usually have lots of detentions.  | I sometimes forget my kit and end up with detentions.   | I might make the odd mistake, but generally, I always have the correct kit and equipment.   | I always have the correct kit and equipment for every lesson.   | I always have the correct kit and equipment for every lesson including sports specific equipment e.g. football boots for football lesson.   |
| <b>Motivation, Attitude, Effort and Progress</b>    | I rarely give 100% effort in PE. This affects my progress.  | I often give 100% effort in PE. This can affect my progress.  | I always give 100% effort in PE as I know this will help me progress.   | I always give 100% effort in PE, in everything I do. I often help to motivate others too. I know this will help me progress in all areas of HHH.  | I always give 100% effort in PE in everything I do, and I encourage others around me to do the same. I know this will help me progress in all areas of HHH.   |
| <b>Passion and Attitude for Sport and Exercise</b>  | I don't really enjoy sport and exercise and don't see the point in doing it.<br><br>I'm not interested in playing, leading, coaching or officiating in lessons. | I'm only interested in playing in sports and activities that I enjoy. But I'm not yet able to lead, coach or referee in these lessons.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I'm looking to improve my skills as a player, leader, coach and official in all sports.   | I enjoy sport and exercise lessons and look forward to them.<br><br>I will sometimes volunteer for small roles in lesson so I can improve my skills as a player, leader, coach and official.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I often volunteer for roles with larger groups in lesson so I can improve my skills as a player, leader, coach and official. I also try and help others improve in a range of roles.  |
| <b>Communication Skills, Respect and Leadership</b> | I don't communicate with others in lesson to give them information or feedback.   | I'm a confident communicator in some activities, but not all. I don't really give information or feedback in my less knowledgeable areas. My communication is usually polite. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in.<br><br>I'm confident in leading some activities in small groups but wouldn't want to lead larger groups.<br><br>I know that my communication is effective and polite. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective and polite.<br><br>I'm confident in leading small groups of my peers across a range of sports and activities. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective, polite, empathetic and helps others to progress quickly.<br><br>I'm able to lead small and large groups of my peers across a range of sports and activities. |
| <b>Resilience</b>                                   | If I find something challenging, I give up easily.  | If I don't like something or if I find it challenging, I don't try as hard, or I sometimes give up.   | I always keep trying, even if the activity is challenging.  | I always keep trying, even if the activity is challenging. I also try and help others to overcome challenges.   | I always keep trying, even if the activity is challenging. I am also able to help others overcome challenges and show progress.   |

| Hands – Year 8                                     | <u>Below Expected Standard (B)</u>   | <u>Working Towards Expected Standard (WT)</u>  | <u>Expected Standard (E)</u>  | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>  |
|--|--|--|---|---|---|
| <b>Teamwork</b>                                    | I'm not really a team player. I tend to avoid working with others or when I do, it can lead to arguments or disruption.  | I only enjoy working in a team with my friends. I tend to avoid working with others.   | I'm able to work in a team with all members of my class and they enjoy working with me.   | I'm able to work in a team with all members of my class and I can often contribute technically and tactically towards the team's success.   | I'm able to work in a team with all members of my class and I can often contribute technically and tactically towards the team's success. I always help to motivate and praise others in my team.   |
| <b>Problem Solving</b>                             | When faced with a challenge (technical or tactical) I don't really have any problem-solving skills.<br><br>For example – If my passes are often intercepted in basketball, I won't change the type of pass I choose. | When faced with a challenge I will attempt to solve them but often struggle to be successful.<br><br>For example – I have good balances in my gymnastics routine but wouldn't know how to link them together.                | When faced with challenges or problems (technical or tactical) I will always attempt to solve them with some success.<br><br>For example – I can think of ways to avoid being tackled in rugby by outwitting my opponent.   | I can often problem solve in lessons which helps me improve my technical and tactical performance and understanding.<br><br>For example – I can successfully plan a fitness circuit and I could plan a way to win a table tennis match.   | I can often problem solve in lessons and help others improve their problem-solving skills which can help everybody improve their technical and tactical performance and understanding.<br><br>For example – if a friend is struggling with their bowling technique in cricket, I can help advise them.  |
| <b>Physical Ability, Technique and Competition</b> | I struggle with basic skills in most of the sports and activities we play, and I really lack confidence in competition.  | I can perform <b>some</b> basic skills on their own, but not usually in a game. I can sometimes lose focus or confidence.<br><br>For example – I can dribble a handball, but when I try in a match, I'm easily dispossessed. | I can perform basic skills well in isolation and can apply <b>some</b> of them under competitive pressure.<br><br>I might be able to do <b>some</b> advanced skills, but not across a range of activities.<br><br>For example – I can pass in basketball (basic) but can't "lay-up" (advanced). | I can demonstrate <b>many</b> basic skills and <b>some</b> advanced skills across all activities when under competitive pressure.<br><br>My basic skills are usually performed well, but I still need to work on my advanced skills.<br><br>For example – my forward rolls (basic) are often good, but my handstand (advanced) is inconsistent. | I can demonstrate <b>most</b> basic skills and <b>some</b> advanced skills across all activities when under competitive pressure with accuracy and fluidity.<br><br>I use these competitive situations to identify my own strengths and weaknesses.<br><br>For example – I can use the correct technique to throw a cricket ball (basic) and a javelin off a run-up (advanced). |
| <b>Fitness Levels</b>                              | My fitness levels are poor, so I often struggle to complete tasks and activities effectively.  | I have limited physical fitness levels, so I struggle in some tasks and activities.  | My physical fitness levels are good which helps me to perform to a good standard in a range of tasks and activities.  | My physical fitness levels are very good which helps me to perform to a high standard in a range of tasks and activities.   | My physical fitness levels are outstanding which helps me to perform to an exceptional standard in a range of tasks and activities.   |
| <b>Tactics</b>                                     | I rarely select the right skill or tactic for a situation. I can usually only apply the right tactic if I'm told what it is.<br><br>For example – I wouldn't know what tactics to use for an 800m race.              | I try to select the right skill or tactic for a situation with some success, but this is still an area I need to develop.<br><br>For example – I can hit the ball in rounders, but I don't hit it into the gaps.             | I can sometimes select the right skill for a situation, and I can sometimes select the right tactic for it on my own.<br><br>For example – I can find space in a game.  | I can often select the right skill and tactic in a situation across a range of activities.<br><br>For example – I often know when to shoot and I select the correct technique to do so.   | I can usually select the right skill and tactic in a situation across a range of activities. I can also help others with their tactical decisions.<br><br>For example – in netball, I usually select the right pass to a teammate, even when they're marked by a taller player.   |

| Head - Year 9                                   | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>   | <u>Above Expected Standard (A)</u>   | <u>Outstanding (O)</u>   |
|---|---|---|--|--|--|
| <b>Decision Making &amp; Creativity</b>         | <p>I'm not sure what skill to select in order to be successful in a 1v1 or team game.</p> <p>For example – In badminton, I often choose the wrong shot to play and end up losing a rally.</p>   | <p>In some situations, I can make the right decision which can lead to success.</p> <p>For example – when in possession in basketball, I sometimes make the right decision of when to pass or shoot, which can lead to my team scoring.</p>   | <p>In most activities I can often make quick decisions which lead to regular success.</p> <p>For example – in cricket, I often choose the right shot to play which helps me score more runs.</p>   | <p>In most activities, I can regularly make quick, efficient decisions which usually lead to success.</p> <p>For example – in gymnastics, I can correct errors in my handstand as they happen.</p>   | <p>Across all activities, my decision making is almost always perfect, allowing me to always be successful.</p> <p>For example – in rounders, I can always hit the ball into gaps in the field, so I regularly score rounders.</p>   |
| <b>Sport and Exercise Knowledge</b>             | <p>I am not very interested in the benefits we gain from exercising in PE.</p> <p>I'm not sure why we warm up and cool down.</p>  | <p>I might be able to describe some health and fitness benefits of participating in PE.</p> <p>I can describe why it's important to warm up or cool down.</p>   | <p>I can explain the benefits of PE and name some of components of fitness, giving examples of activities that require them.</p> <p>I can describe why it's important to warm up and cool down.</p>  | <p>I can explain the benefits of PE and I understand how the different components of fitness for each activity can help me succeed.</p> <p>I can explain how to warm up and cool down and why it's important.</p>  | <p>I can fully explain the benefits of PE and how I can improve different components of fitness for each activity. This can help me progress.</p> <p>I can fully explain the benefits of warming and cooling down, how we should do it and how it might differ between activities.</p>   |
| <b>Rules, Tactics and Technique</b>             | <p>I have a basic understanding of the <b>rules, tactics</b> and <b>techniques</b> of some of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> of football, but I'd struggle to state rules of all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd struggle to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success.</p> <p>I might be able to state how to perform some <b>key skills</b>, like a pass in football, but I wouldn't be able to do that across many skills and sports.</p> | <p>I have a basic understanding of the <b>rules, tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could tell you some of the <b>rules</b> from some activities, but I'd struggle to state any rules for all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success for some sports, but not for all the activities we've covered so far.</p> <p>I would be able to describe how to perform some <b>key skills</b>, like shooting in netball, across a range of activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> | <p>I have a good understanding of the <b>rules, tactics</b> and <b>techniques</b> of most of the activities I have taken part in.</p> <p>For example – I could explain some of the <b>rules</b> from most activities, but I'd struggle to explain rules for all the activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe any <b>tactic</b> that could be used to outwit my opponent or lead to success for most sports.</p> <p>I would be able to describe how to perform some <b>key skills</b>, like catching in cricket, across most activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> | <p>I have a strong understanding of the <b>rules, tactics</b> and <b>techniques</b> of most activities I have taken part in.</p> <p>For example – I could go into detail about the <b>rules</b> from all activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to describe a <b>tactic</b> that could be used to outwit my opponent or lead to success for all activities we've covered so far.</p> <p>I would be able to describe how to successfully perform most <b>key skills</b>, like dribbling in hockey, across most activities, but I wouldn't be able to do that for all the activities we've covered so far.</p> | <p>I have an outstanding understanding of the <b>rules, tactics</b> and <b>techniques</b> for all activities I have taken part in so far.</p> <p>For example – I could fully explain the <b>rules</b> from all activities we've covered so far.</p> <p>If I were playing in a team or as in individual, I'd be able to fully explain <b>tactics</b> that could be used to outwit my opponent or lead to success for all activities we've covered so far.</p> <p>I would be able to fully explain how to successfully perform all <b>key skills</b>, like throwing a javelin, across all the activities we've covered so far.</p> |
| <b>Feedback and Performance Analysis Skills</b> | <p>I'm not sure how I could improve my own or others practical performance in most activities covered so far.</p>   | <p>I can describe my strengths and weaknesses in some activities, but I'd struggle across all areas covered so far.</p>   | <p>I can describe my strengths and weaknesses in most activities.</p>  | <p>I can describe mine and other's strengths and weaknesses in all activities covered so far. I can feed this information back to others.</p>  | <p>I could fully explain mine and other's strengths and weaknesses for all activities covered so far, and I could feedback how improvement could be made to performance.</p>   |
| <b>Official or Referee Ability</b>              | <p>I know some of the scoring systems for one or two activities but not all the rules.</p>  | <p>I know some of the rules and how to score for one or two activities, but I wouldn't yet be confident to referee a game.</p>  | <p>I know most of the rules and how to score across a range of sports covered and could referee/officiate a game in some activities.</p>   | <p>I would be confident in officiating or scoring in all activities we've covered so far.</p>  | <p>I could score and officiate almost perfectly in all areas for the activities we've covered so far.</p>  |

| Heart – Year 9                                      | <u>Below Expected Standard (B)</u>  | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>  | <u>Above Expected Standard (A)</u>   | <u>Outstanding (O)</u>   |
|---|---|---|---|--|--|
| <b>Standards of PE kit</b>                          | I rarely have my PE kit and usually have lots of detentions.  | I sometimes forget my kit and end up with detentions.   | I might make the odd mistake, but generally, I always have the correct kit and equipment.   | I mostly have the correct kit and equipment for every lesson.  | I always have the correct kit and equipment for every lesson.  |
| <b>Motivation, Attitude, Effort and Progress</b>    | I rarely give 100% effort in PE. This affects my progress.  | I often give 100% effort in PE. This can affect my progress.  | I always give 100% effort in PE as I know this will help me progress.   | I always give 100% effort in PE. I often help to motivate others too. I know this will help me progress in all areas of HHH.   | I always give 100% effort in PE in everything I do, and I encourage others around me to do the same. I know this will help me progress in all areas of HHH.  |
| <b>Passion and Attitude for Sport and Exercise</b>  | I don't really enjoy sport and exercise and don't see the point in doing it.<br><br>I'm not interested in playing, leading, coaching or officiating in lessons.   | I usually enjoy sport and exercise but don't like all the activities.<br><br>I'm not interested in playing, leading, coaching or officiating in all lessons - only in the activities I enjoy. | I enjoy sport and exercise lessons and look forward to them.<br><br>I hope to improve my skills as a player, leader, coach and official.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I often volunteer for small roles in lesson so I can improve my skills as a player, leader, coach and official.  | I enjoy sport and exercise lessons and look forward to them.<br><br>I often volunteer for roles with larger groups in lesson so I can improve my skills as a player, leader, coach and official. I also try and help others improve in a range of roles.   |
| <b>Communication Skills, Respect and Leadership</b> | I'm not a confident communicator. I tend not to try and provide information or feedback. Sometimes my feedback can come across as rude.<br><br>I tend to avoid any leadership situations, or I lack confidence in leading anything. | I'm a confident communicator in some activities, but not all.<br><br>I tend not to try and provide information or feedback in my less knowledgeable areas.                                    | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective and polite.<br><br>I'm confident in leading some activities in small groups of friends. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective and polite and helps others to progress.<br><br>I'm confident in leading small groups of my peers across a range of sports and activities. | I'm a confident communicator with others in all activities, even if it's an activity I'm less knowledgeable in. I know that my communication is effective, polite, empathetic and helps others to progress quickly.<br><br>I'm able to lead and aid the progress of small and larger groups of my peers across a range of sports and activities. |
| <b>Resilience</b>                                   | If I find something challenging, I give up easily.  | If I don't like an activity or if I find it challenging, I don't try as hard, or I sometimes give up.   | I always keep trying, even if the activity is challenging.  | I always keep trying, even if the activity is challenging. I also try and help others to overcome challenges.  | I always keep trying, even if the activity is challenging. I am also able to help others overcome challenges and show progress.  |

| Hands – Year 9  | <u>Below Expected Standard (B)</u>   | <u>Working Towards Expected Standard (WT)</u>   | <u>Expected Standard (E)</u>   | <u>Above Expected Standard (A)</u>  | <u>Outstanding (O)</u>  |
|---|--|---|--|---|---|
| <b>Teamwork</b>   | I don't really work well in teams and only enjoy working in a team with my friends.  | I'm able to work in a team with all members of my class and they enjoy working with me.   | I'm able to work with any of my peers as part of a team and I can often contribute technically and tactically towards the team's success.  | I'm able to work with any of my peers as part of a team and I can often contribute technically and tactically towards the team's success. I always help to motivate and praise others in my team.   | I'm able to work with any of my peers as part of a team and I usually contribute technically and tactically towards the team's success. I always help to motivate and praise others in my team.   |
| <b>Problem Solving</b>  | When faced with a challenge (technical or tactical) I don't really have any problem-solving skills.<br><br>For example – I wouldn't know how to link my gym balances to make my routine better.  | When faced with challenges or problems (technical or tactical) I can <b>sometimes</b> solve them, but not in all activities.<br><br>For example – I could successfully overcome an orienteering challenge but might struggle in tennis.   | I can often problem solve in lessons which helps me improve my technical and tactical performance and understanding.<br><br>For example – I can successfully plan a fitness circuit and I could plan a way to win a table tennis match.  | I can often problem solve in lessons which helps me improve my own and others technical and tactical performance and understanding.<br><br>For example – if a friend is struggling with shot selection, I can help advise them.   | I can often help others improve their problem-solving skills which can help everybody improve their technical and tactical performance and understanding.<br><br>For example – if anybody is struggling with shot selection, I can help advise them.  |
| <b>Physical Ability, Technique and Competition</b>  | I can perform <b>some</b> basic skills on their own, but not usually in a game. I often tend to lose focus or confidence if I have too.<br><br>For example – I can dribble a handball, but when I try in a match, I'm easily dispossessed. | I can perform basic skills well in isolation and can apply <b>some</b> of them under competitive pressure.<br><br>I might be able to do <b>some</b> advanced skills, but not across a range of activities.<br><br>For example – I can pass in basketball (basic) but can't "lay-up" (advanced). | I can demonstrate <b>many</b> basic skills and <b>some</b> advanced skills across all activities when under competitive pressure.<br><br>My basic skills are usually performed with accuracy and fluidity, but my advanced skills often aren't.<br><br>For example – my forward rolls (basic) are often good, but my handstand (advanced) is inconsistent. | I can demonstrate <b>most</b> basic skills and <b>some</b> advanced skills across all activities when under competitive pressure.<br><br>I use these competitive situations to identify my own strengths and weaknesses.<br><br>My basic and advanced skills are usually performed with accuracy and fluidity.<br><br>For example – I can pass the ball effectively off both my strong hand (basic) and my weak hand (advanced) in rugby. | I can demonstrate <b>all</b> basic skills and <b>many</b> advanced skills across all areas when under competitive pressure.<br><br>I use these competitive situations to identify and then work on my own weaknesses.<br><br>My basic and advanced skills are usually performed with very good accuracy and fluidity.<br><br>For example – I can use the correct technique to throw a cricket ball (basic) and a javelin off a run-up (advanced). |
| <b>Fitness Levels (Compare your fitness test scores with the National Averages for Year 9 on the board)</b> | My fitness levels are poor, so I often struggle to complete tasks and activities effectively.  | I have limited physical fitness levels, so I struggle in some tasks and activities.   | My physical fitness levels are good which helps me to perform to a good standard in a range of tasks and activities.   | My physical fitness levels are very good which helps me to perform to a high standard in a range of tasks and activities.   | My physical fitness levels are outstanding which helps me to perform to an exceptional standard in a range of tasks and activities.   |
| <b>Tactics</b>  | I rarely select the right skill for a situation. I can usually only apply the right tactic if I'm told what it is.<br><br>For example – I wouldn't know what tactics to use for a 1500m race.  | I can sometimes select the right skill for a situation, and I can sometimes select the right tactic for it on my own.<br><br>For example – I can find space in a game.  | I can often select the right skill and tactic in a situation across a range of activities.<br><br>For example – I often know when to shoot and I select the correct technique to do so.  | I can usually select the right skill and tactic in a situation across a range of activities. I can also help others with their tactical decisions.<br><br>For example – in netball, I usually select the right pass to a teammate, even when they're marked by a taller player.   | I almost always select the right skill and tactic in any situation across all activities.<br><br>I can also help others improve their performance through tactical improvements.  |