

PE: Key Stage 3 Grade Descriptors **Year 7**

Y7	Happy	Healthy	Active
Emerging	<ul style="list-style-type: none"> • Displays limited confidence in performing skills in isolation or game situations. • Requires encouragement to participate and engage in lessons. • Attempts to perform tasks with support. 	<ul style="list-style-type: none"> • Demonstrates limited physical fitness during a performance. • Can make simple observations about their own performance but may struggle with others performance. • Can identify a few effects of exercise with assistance. • Demonstrates emerging respect and sportsmanship towards others. 	<ul style="list-style-type: none"> • Performs basic skills from the core assessment criteria with guidance and support. • Has limited understanding of tactics to use in a game situation. • Struggles to respond to changes between attack and defence without assistance. • Skills learned in isolation are inconsistently applied to a game situation.
Developing	<ul style="list-style-type: none"> • Displays some confidence in performing skills in isolation or some in game situations. • Participates well in lessons but lacks confidence in contributing to discussions. • Attempts to perform tasks with support. 	<ul style="list-style-type: none"> • Demonstrates some physical fitness during a performance but may tire quickly. • Can make simple observations about their own and others performance. • Can identify a few effects of exercise on the body. • Demonstrates mostly respect and sportsmanship towards others. • 	<ul style="list-style-type: none"> • Performs basic skills from the core assessment criteria but lacks fluidity and consistency. • Has some understanding of tactics but struggles to apply them to outwit opponents. • Occasionally responds with some effectiveness with the change between attack and defence. • Can apply skills learned in isolation to a game situation but will lack fluidity and control.
Meeting	<ul style="list-style-type: none"> • Displays a good level of sports confidence when performing skills in isolation and some in game situations. • Participates well in lessons and occasionally contributes to discussions. • Shows effort to perform to a good level in preferred sports. 	<ul style="list-style-type: none"> • Demonstrates some physical fitness during performance but may tire towards the end of the session. • Can evaluate their own performance well and can make simple observations of others performances. • Can describe the effects of exercise on the body. • Shows respect to others in game situations, through positive sportsmanship. 	<ul style="list-style-type: none"> • Performs some skills from the core assessment criteria with emerging consistency. • Has a basic understanding of tactics used to outwit opponents. • Responds mostly with some effectiveness to changes in a game situation between attack and defence. • Can apply the skills learned in isolation effectively in a game situation but there may be some errors when under pressure.
Exceeding	<ul style="list-style-type: none"> • Demonstrates a very good level of sports confidence when performing skills in isolation and game situation • Actively participates in lessons and contributes well to discussions. • Has the motivation to perform to the best of their ability in all sports on the curriculum. 	<ul style="list-style-type: none"> • Demonstrates good physical fitness during performance. • Can evaluate their own and others performance in a constructive manner. • Describes well the different effects of exercise on the body. • Shows a high level of respect for others in a game situation, throughout positive sportsmanship. 	<ul style="list-style-type: none"> • Can perform a range of skills from the core assessment criteria with some consistency in isolation and when under pressure, showing accuracy and some consistency. • Has knowledge of the tactics and strategies to use to outwit opponents in a game situation. • Responds mostly with some effectiveness to the changes within a game situation between attack and defence, in order to outwit opponents. • Can apply the skills learned in isolation effectively when under pressure in a game situation.

PE: Key Stage 3 Grade Descriptors **Year 8**

Y8	Happy	Healthy	Active
Emerging	<ul style="list-style-type: none"> • Displays some confidence in performing skills in isolation or some in game situations. • Participates well in lessons but lacks confidence in contributing to discussions. • Attempts to perform tasks with support. 	<ul style="list-style-type: none"> • Demonstrates some physical fitness during a performance but may tire quickly. • Can make simple observations about their own and others performance. • Can identify a few effects of exercise on the body. • Demonstrates mostly respect and sportsmanship towards others. • 	<ul style="list-style-type: none"> • Performs basic skills from the core assessment criteria but lacks fluidity and consistency. • Has some understanding of tactics but struggles to apply them to outwit opponents. • Occasionally responds with some effectiveness with the change between attack and defence. • Can apply skills learned in isolation to a game situation but will lack fluidity and control.
Developing	<ul style="list-style-type: none"> • Displays a good level of sports confidence when performing skills in isolation and some in game situations. • Participates well in lessons and occasionally contributes to discussions. • Shows effort to perform to a good level in preferred sports. 	<ul style="list-style-type: none"> • Demonstrates some physical fitness during performance but may tire towards the end of the session. • Can evaluate their own performance well and can make simple observations of others performances. • Can describe the effects of exercise on the body. • Shows respect to others in game situations, through positive sportsmanship. 	<ul style="list-style-type: none"> • Performs some skills from the core assessment criteria with emerging consistency. • Has a basic understanding of tactics used to outwit opponents. • Responds mostly with some effectiveness to changes in a game situation between attack and defence. • Can apply the skills learned in isolation effectively in a game situation but there may be some errors when under pressure.
Meeting	<ul style="list-style-type: none"> • Demonstrates a very good level of sports confidence when performing skills in isolation and game situation • Actively participates in lessons and contributes well to discussions. • Has the motivation to perform to the best of their ability in all sports on the curriculum. • 	<ul style="list-style-type: none"> • Demonstrates good physical fitness during performance. • Can evaluate their own and others performance in a constructive manner. • Describes well the different effects of exercise on the body. • Shows a high level of respect for others in a game situation, throughout positive sportsmanship. 	<ul style="list-style-type: none"> • Can perform a range of skills from the core assessment criteria with some consistency in isolation and when under pressure, showing accuracy and some consistency. • Has knowledge of the tactics and strategies to use to outwit opponents in a game situation. • Responds mostly with some effectiveness to the changes within a game situation between attack and defence, in order to outwit opponents. • Can apply the skills learned in isolation effectively when under pressure in a game situation.
Exceeding	<ul style="list-style-type: none"> • Demonstrates a high level of sports confidence when performing skills in isolation and game situation and confidently communicates in a game situation to control the game. • Engages proactively and contributes regularly to discussions, demonstrating a deep understanding of concepts. • Demonstrates a strong motivation to excel in all sports on the curriculum and motivates others. 	<ul style="list-style-type: none"> • Demonstrates a high level of physical fitness during performance, with good agility, cardiovascular endurance and speed. • Can critically evaluate their own and other's performance, giving constructive feedback to benefit others performances. • Describes explicitly the different physiological effects on the body. • Shows a very high level of respect for others, fostering a positive and inclusive atmosphere in games. 	<ul style="list-style-type: none"> • Can perform all basic skills and some advanced skills from the core assessment criteria with accuracy and consistency in most situations. • Has strong tactical awareness, strategically employing effective strategies to outwit opponents and can mostly apply them to a game situation. • Adaptively responds to changes between attack and defence within a game with good impact. • Applies skills effectively under high pressure game conditions.

PE: Key Stage 3 Grade Descriptors **Year 9**

Y9	Happy	Healthy	Active
Emerging	<ul style="list-style-type: none"> • Displays a good level of sports confidence when performing skills in isolation and some in game situations. • Participates well in lessons and occasionally contributes to discussions. • Shows effort to perform to a good level in preferred sports. 	<ul style="list-style-type: none"> • Demonstrates some physical fitness during performance but may tire towards the end of the session. • Can evaluate their own performance well and can make simple observations of others performances. • Can describe the effects of exercise on the body. • Shows respect to others in game situations, through positive sportsmanship. 	<ul style="list-style-type: none"> • Performs some skills from the core assessment criteria with emerging consistency. • Has a basic understanding of tactics used to outwit opponents. • Responds mostly with some effectiveness to changes in a game situation between attack and defence. • Can apply the skills learned in isolation effectively in a game situation but there may be some errors when under pressure.
Developing	<ul style="list-style-type: none"> • Demonstrates a very good level of sports confidence when performing skills in isolation and game situation • Actively participates in lessons and contributes well to discussions. • Has the motivation to perform to the best of their ability in all sports on the curriculum. • 	<ul style="list-style-type: none"> • Demonstrates good physical fitness during performance. • Can evaluate their own and others performance in a constructive manner. • Describes well the different effects of exercise on the body. • Shows a high level of respect for others in a game situation, throughout positive sportsmanship. 	<ul style="list-style-type: none"> • Can perform a range of skills from the core assessment criteria with some consistency in isolation and when under pressure, showing accuracy and some consistency. • Has knowledge of the tactics and strategies to use to outwit opponents in a game situation. • Responds mostly with some effectiveness to the changes within a game situation between attack and defence, in order to outwit opponents. • Can apply the skills learned in isolation effectively when under pressure in a game situation.
Meeting	<ul style="list-style-type: none"> • Demonstrates a high level of sports confidence when performing skills in isolation and game situation and confidently communicates in a game situation to control the game. • Engages proactively and contributes regularly to discussions, demonstrating a deep understanding of concepts. • Demonstrates a strong motivation to excel in all sports on the curriculum and motivates others. 	<ul style="list-style-type: none"> • Demonstrates a high level of physical fitness during performance, with good agility, cardiovascular endurance and speed. • Can critically evaluate their own and other's performance, giving constructive feedback to benefit others performances. • Describes explicitly the different physiological effects on the body. • Shows a very high level of respect for others, fostering a positive and inclusive atmosphere in games. 	<ul style="list-style-type: none"> • Can perform all basic skills and some advanced skills from the core assessment criteria with accuracy and consistency in most situations. • Has strong tactical awareness, strategically employing effective strategies to outwit opponents and can mostly apply them to a game situation. • Adaptively responds to changes between attack and defence within a game with good impact. • Applies skills effectively under high pressure game conditions.
Exceeding	<ul style="list-style-type: none"> • Demonstrates a high level of sports confidence when performing skills in isolation and game situation and confidently communicates in a game situation to control the game. Engages proactively and contributes regularly to discussions, demonstrating a deep understanding of concepts. • Demonstrates a strong motivation to excel in all sports on the curriculum and motivates others consistently throughout all lessons. 	<ul style="list-style-type: none"> • Demonstrates a high level of physical fitness during performance, with good agility, cardiovascular endurance and speed. Uses these to impact game situations. • Can critically evaluate their own and other's performance, giving constructive feedback to benefit other performances and helps to coach. • Describes explicitly the different physiological effects on the body. • Shows a very high level of respect for others, fostering a positive and inclusive atmosphere in games and encourages this of others too. 	<ul style="list-style-type: none"> • Can perform all basic skills and most advanced skills from the core assessment criteria with accuracy and consistency in majority of situations. • Has strong tactical awareness, strategically employing effective strategies to outwit opponents and can effectively apply them to a game situation. • Adaptively responds to changes between attack and defence within a game with very good impact. • Applies skills effectively under high pressure game conditions.