

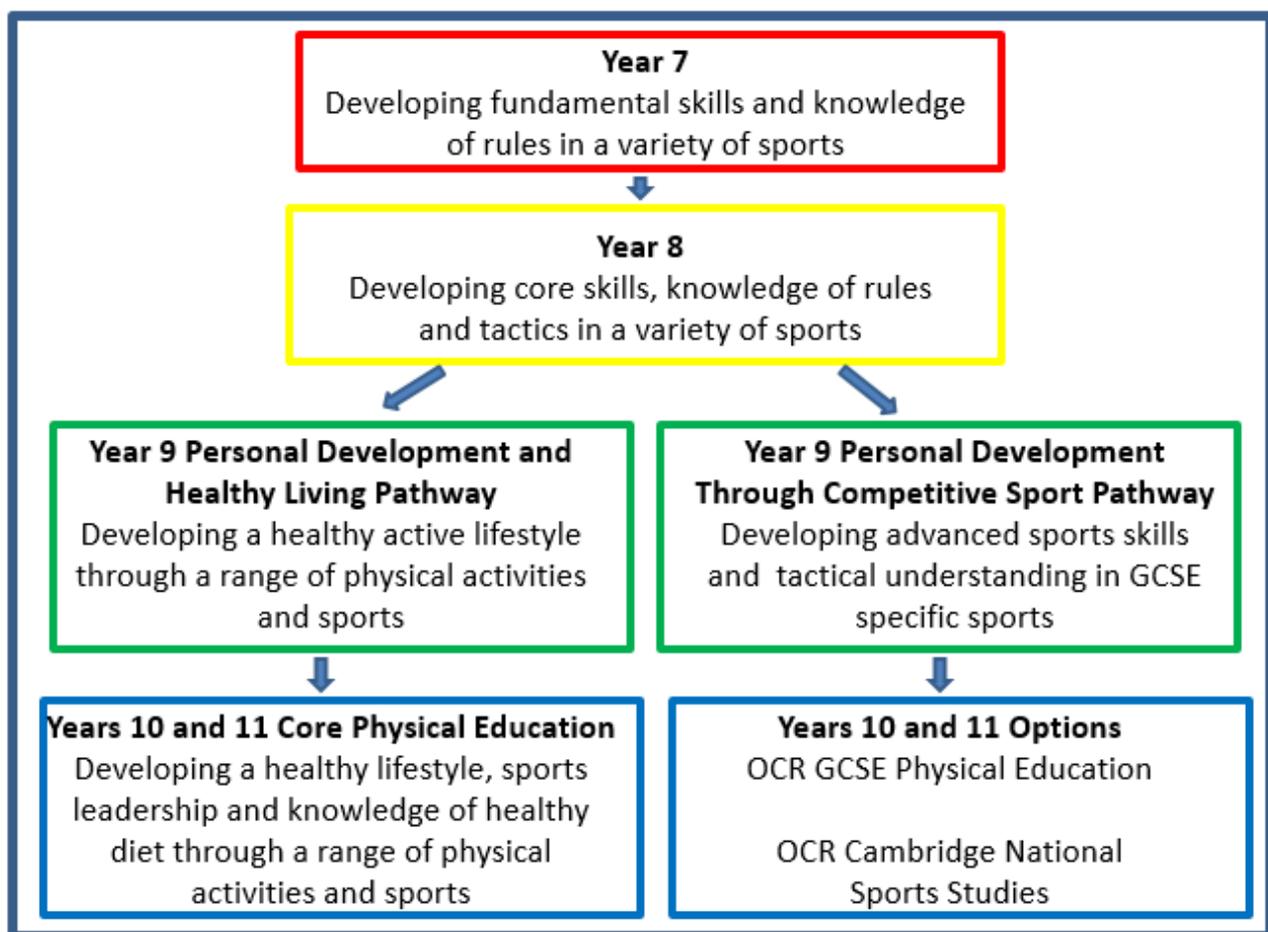
## Marking and Assessment in Physical Education

### **Aim:**

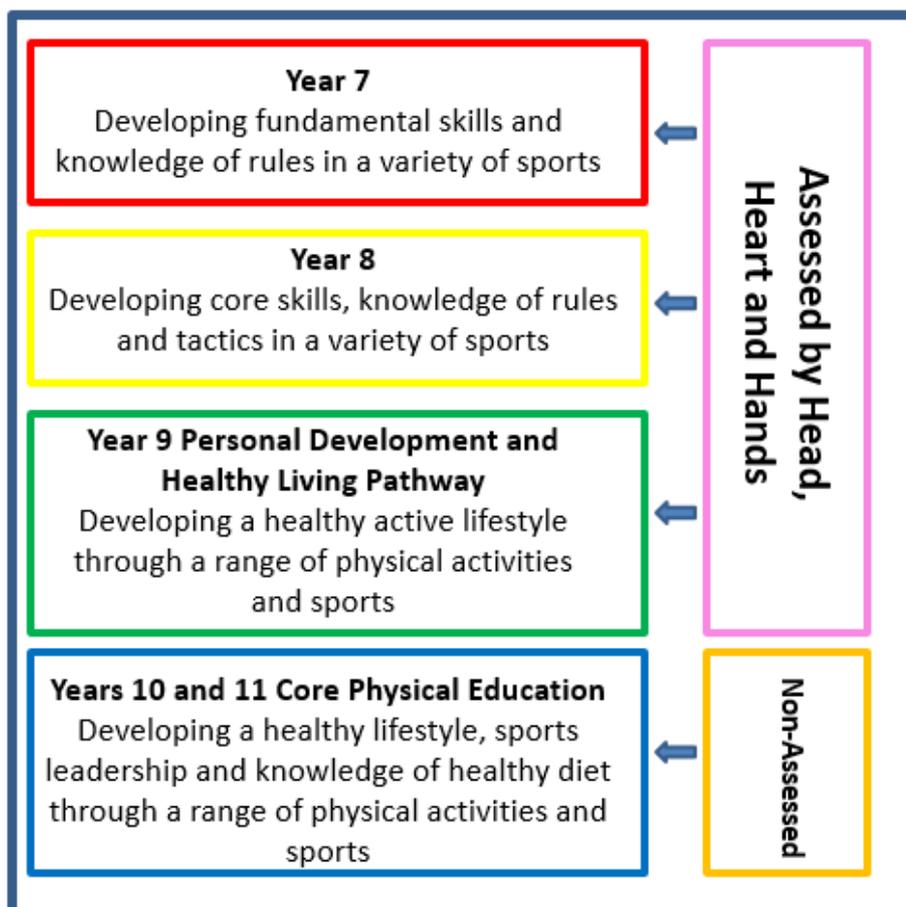
To provide meaningful and effective feedback which ensures rapid progress of all students. Students study both practical and theoretical elements in PE and the marking and assessment approach will be different for both of these.

### **Student pathways through Key Stages 3 and 4:**

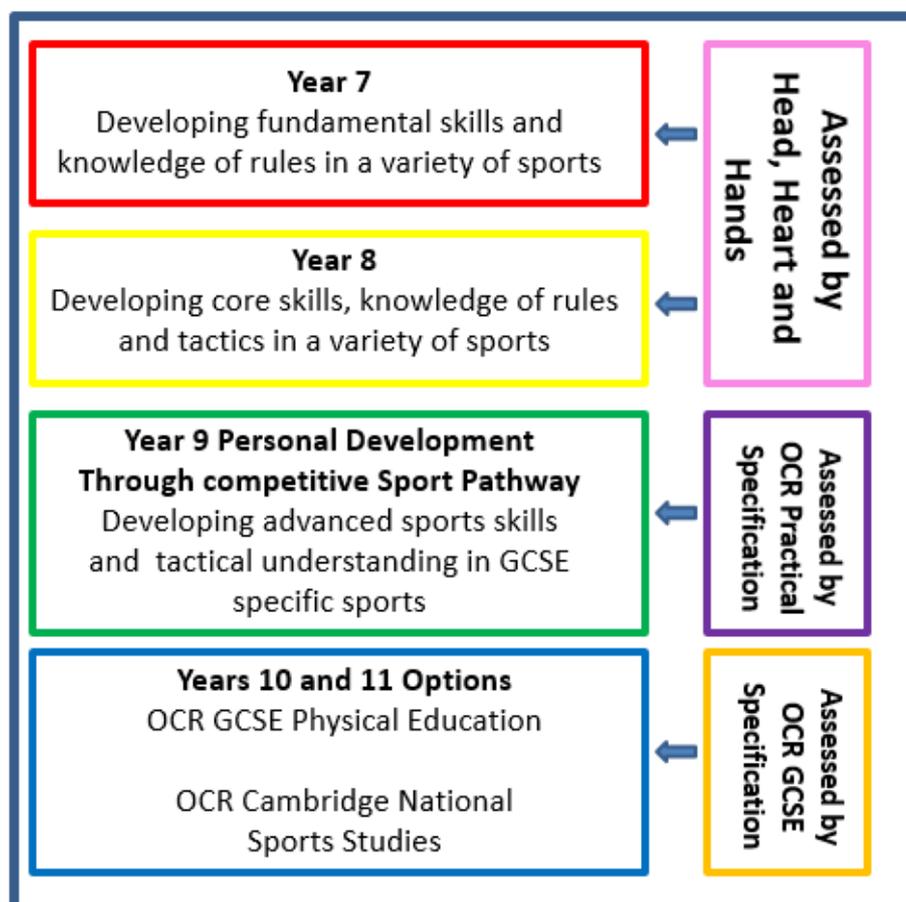
Students' journey through PE at Acle Academy will follow two pathways. All will follow the same pathway through years 7 and 8 before selecting the personal development and healthy living pathway or the personal development through competitive sport pathway.



## Assessment on the Personal Development and Healthy Living Pathway



## Assessment on the Personal Development through Competitive Sport Pathway



## Head, Heart and Hands Assessment for Practical at Key Stage 3

At key stage 3, students are assessed using the head, heart and hands system. Students will study nine different sports per year and at the end of each they will be graded on thinking skills, physical skills and application, motivation and effort. Students are expected to develop three key skills or concepts for each sport per year (see below). Students are given a hands grade based on their performance against the age-related skills and concepts, and head and heart grades against the appropriate descriptors (see below).



### **Head**

Thinking Skills  
(what and why)

### **Hands**

Skills and Application

### **Heart**

Motivation and  
Effort

## Character and values of head, heart and hands

The child is regularly demonstrating poor, satisfactory, good or outstanding levels of...

### Thinking Skills (Head)

- 1) Decision making to overcome challenges in a range of different activities
- 2) Knowledge and application of rules in different physical activities
- 3) Creativity when performing in a range of physical activities
- 4) Ability to evaluate performances from themselves or others
- 5) Leadership and communication skills in physical activities

### Physical Skills (Hands)

- 1) Skills and techniques required to perform well in a range of physical activities
- 2) Physical fitness to meet the demands of activities undertaken
- 3) Ability to overcome opponents during competitive physical activities in a range of challenging situations
- 4) Tactics required to outwit opponents in team and individual activities
- 5) Ability to problem solve in challenging situations

### Motivation and Effort (Heart)

- 1) Respect to all
- 2) Collaboration and communication within a team
- 3) Resilience and determination to overcome challenging situations
- 4) Effort and engagement in physical activities
- 5) Confidence to perform well individually or as part of a team

## Age-expected skills and concepts to be developed at Key Stage 3

Sport/Activity	Year 7	Year 8	Year 9
<b>Football</b> 	<ol style="list-style-type: none"> <li>1) Demonstrate passing across different distances so you can keep possession in a game.</li> <li>2) Demonstrate ball control using different body parts so you can increase time on the ball</li> <li>3) Demonstrate dribbling in close and open situations so you can make progress up the pitch when in possession of the ball.</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrate movement and control to increase effectiveness of passing and maintaining possession.</li> <li>2) Learn the different shooting techniques so you can select the correct one in each situation.</li> <li>3) Learn how to tackle safely in a variety of ways so you can regain possession from your opponents.</li> </ol>	<ol style="list-style-type: none"> <li>1) Develop ability to beat an opponent using dribbling</li> <li>2) Understand and apply attacking principles so you can apply them and become more effective as a team</li> <li>3) Understand and apply defending principles so you can apply them and become more effective as a team</li> </ol>
<b>Table Tennis</b> 	<ol style="list-style-type: none"> <li>1) Be able to perform the push shot on forehand and backhand so you can return your opponent's shots.</li> <li>2) Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods.</li> <li>3) Learn how to serve in line with the rules so you can complete a competitive match.</li> </ol>	<ol style="list-style-type: none"> <li>1) Be able to perform a backhand drive to put pressure on your opponent.</li> <li>2) Be able to perform a counter hit shot to use in offensive situations.</li> <li>3) Adapt forehand shots to apply topspin and deceive your opponent.</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrate the use of backhand slice and forehand back spin so you can outwit your opponent.</li> <li>2) Develop variation of serves such as high toss and spin.</li> <li>3) Learn when and how to use a smash shot so you can use it to win a point.</li> </ol>
<b>Rugby</b> 	<ol style="list-style-type: none"> <li>1) Learn how to tackle, ruck, maul and scrum safely.</li> <li>2) Demonstrate a variety of passes to overcome a defensive line.</li> <li>3) Be able to run with the ball at pace to dodge defenders.</li> </ol>	<ol style="list-style-type: none"> <li>1) Develop ability to tackle, ruck, maul and scrum so you can defend effectively in a game.</li> <li>2) Demonstrate advanced plays such as scissors, dummy and loop.</li> <li>3) Understand and apply team shape, communication, strategies and tactics to overcome opponents in a game.</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrate a variety of kicking techniques and apply to a game situation.</li> <li>2) Apply defensive and attacking alignment to help your team overcome opponents.</li> <li>3) Understand how to set-up and execute a line-out so you can attack and defend from a dead ball situation.</li> </ol>
<b>Basketball</b> 	<ol style="list-style-type: none"> <li>1) Demonstrate effective passing skills to ensure that each pass is used in the correct situation</li> <li>2) To learn different shooting techniques in an isolated practice and apply into a game context (set and jump shot).</li> <li>3) To learn and refine the correct technique of dribbling (with both hands) and abide by the rules of basketball</li> </ol>	<ol style="list-style-type: none"> <li>1) To learn how to perform a dominant hand layup and apply into match contexts.</li> <li>2) Be able to understand the concept of rebounding and apply to a game situation.</li> <li>3) To learn concept of fake and drive and cross over step when beating an opponent</li> </ol>	<ol style="list-style-type: none"> <li>1) Be able to learn advanced shooting techniques such as the hook shot and use of non-dominant hand lay-up technique.</li> <li>2) Be able to demonstrate awareness of which pass to make and where to run to create pass/dribble or shoot during a game context.</li> <li>3) Effectively implement appropriate use of defensive plays such as zone defence and full/ half court press.</li> </ol>
<b>Gymnastics</b> 	<ol style="list-style-type: none"> <li>1) Perform balancing abilities to develop a floor routine.</li> <li>2) Perform travels to link up your floor routine.</li> <li>3) Perform counter balances and tensions with good extension, posture and control and apply within a routine.</li> </ol>	<ol style="list-style-type: none"> <li>1) Choreograph a full sequence of balances, travels, rolls and inversions on the apparatus and floor.</li> <li>2) Demonstrate the use of large apparatus skills so you can create a sequence.</li> <li>3) Showcase weight-bearing on hands skills so you can demonstrate inversions.</li> </ol>	<ol style="list-style-type: none"> <li>1) Learn how to take off &amp; land so you can safely land a vault.</li> <li>2) Demonstrate squat on &amp; squat through vaults so you can successfully vault apparatus.</li> <li>3) Demonstrate straddle vaults so you can successfully vault apparatus.</li> </ol>
<b>Netball</b> 	<ol style="list-style-type: none"> <li>1) Demonstrate effective netball passing skills so that each pass is used in the right situation.</li> <li>2) To refine footwork so that I can receive the netball on the move.</li> <li>3) To demonstrate the ability to evade a defender to receive the ball freely.</li> </ol>	<ol style="list-style-type: none"> <li>1) To be aware of and demonstrate marking the player with the ball &amp; marking the player off the ball in netball]</li> <li>2) To demonstrate ability to shoot under pressure and increase scoring percentage.</li> <li>3) Apply catching on the move using correct footwork and stopping.</li> </ol>	<ol style="list-style-type: none"> <li>1) To develop advanced dodging and driving to get free of a defender.</li> <li>2) To develop attacking and defending play around the circle, including rebounds.</li> <li>3) To demonstrate speed, variation and power in passing to move up the court effectively.</li> </ol>
<b>Tennis</b> 	<ol style="list-style-type: none"> <li>1) Showcase good hand-eye coordination control through various tennis drills.</li> <li>2) Demonstrate effective footwork to position themselves for return shots.</li> <li>3) Execute forehand and backhand ground strokes to complete tennis rallies with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>1) Learn correct overhead serves so you can make it difficult for your opponent to return the ball.</li> <li>2) Demonstrate shot placement with depth and width so you can move your opponent around the court and set up winning shots.</li> <li>3) Perform volley shots at the net so you can win a point.</li> </ol>	<ol style="list-style-type: none"> <li>1) Learn smash shots with power and placement so you can win points when at the net.</li> <li>2) Learn and demonstrate how to apply top spin and slice so you can make it difficult for your opponent to return the ball.</li> <li>3) Develop your ability to use game strategies and tactics to overcome your opponent in singles and doubles.</li> </ol>
<b>Cricket</b> 	<p><b>Rounders taught in year 7</b></p>	<ol style="list-style-type: none"> <li>1) Learn how to overarm bowl so that you can deliver a good line &amp; length ball.</li> <li>2) Demonstrate the correct grip, stance and back-lift so that you can effectively prepare for a shot.</li> <li>3) Show effective fielding techniques, including stopping, catching and throwing, so you can minimise an opponent's run rate.</li> </ol>	<p><b>If chosen as striking and fielding option:</b></p> <ol style="list-style-type: none"> <li>1) Increase speed of overarm bowling (with a run up) so you can deliver a good line &amp; length ball whilst exerting pressure on the batsman.</li> <li>2) Showcase effective decision making skills in the field to get opponents out and/or reduce run rate and take wickets.</li> <li>3) Demonstrate front and back foot shots so that you can effectively play a ball into space with different deliveries.</li> </ol>

<p><b>Rounders</b></p> 	<ol style="list-style-type: none"> <li>1) Learn correct batting technique and associated rules so you can score more rounders</li> <li>2) Develop fielding skills including throwing, catching, stopping, chasing and returning so you can reduce rounders scored</li> <li>3) Learn how to bowl correctly in line with the rules</li> </ol>	<p><b>Cricket taught in year 8</b></p>	<p><b>If chosen as striking and fielding option:</b></p> <ol style="list-style-type: none"> <li>1) Develop specific fielding skills and positioning such as base work and triangle of power</li> <li>2) Learn advanced batting skills such as distance hitting and backhand</li> <li>3) Learn how advanced bowling techniques such as spin and donkey drop</li> </ol>
<p><b>Fitness</b></p> 	<p><b>Gymnastics taught in year 7</b></p>	<ol style="list-style-type: none"> <li>1) Know how to structure and carryout a personal exercise programme.</li> <li>2) Learn techniques for measuring and recording heart rates.</li> <li>3) Be able to apply principles of training to improve fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1) Learn how to perform a variety of circuit training exercises exercises safely.</li> <li>2) Know how to structure and carryout a circuit training session safely and effectively.</li> <li>3) To know how to record and analyse circuit training sessions in order to facilitate improvements in fitness.</li> </ol>
<p><b>Athletics</b></p> 	<p>Be able to successfully apply throwing, jumping and track event skills to a competition (see age-related criteria).</p> <p><b>The following techniques will be learned:</b></p> <ol style="list-style-type: none"> <li>1) 100/200m - Sprint technique</li> <li>2) 800/1500m - Pacing technique</li> <li>3) Shot put - Grip, stance and body position, push</li> <li>4) Javelin - Grip, stance and body position, pull</li> <li>5) High Jump - Fosbury Flop technique (2 lessons)</li> <li>6) Long Jump - Approach and take-off</li> <li>7) Relay - Upsweep and downsweep</li> </ol>	<p>Be able to successfully apply throwing, jumping and track event skills to a competition (see age-related criteria).</p> <p><b>The following techniques will be learned (one lesson on each):</b></p> <ol style="list-style-type: none"> <li>1) 100/200m - Sprint start technique</li> <li>2) 800/1500m - Bend running and kicking to finish</li> <li>3) Shot - Glide technique</li> <li>4) Discus - Grip, stance and body position, sling</li> <li>5) High Jump - Approach and take-off specifics</li> <li>6) Long Jump - Flight and landing</li> <li>7) Triple Jump - Hop, skip, jump technique</li> <li>8) Relay - Lane discipline and judging distances for communication</li> </ol>	<p>Be able to successfully apply throwing, jumping and track event skills to a competition (see age-related criteria).</p> <p><b>The following techniques will be learned (one lesson on each):</b></p> <ol style="list-style-type: none"> <li>1) 100/200m - Drive phase and dip finish</li> <li>2) Shot - 180 degree turn and glide technique</li> <li>3) Javelin - Cross step technique</li> <li>4) Discus - Use of body to increase distance</li> <li>5) High Jump - Flight and arm action</li> <li>6) Long Jump - Measuring approach and falling landing</li> <li>7) Triple Jump - Measuring approach and incorporating transferable long jump techniques learned previously</li> <li>8) Relay - Refinement of skills to increase speed of changeover</li> </ol>
<p><b>Personal Development</b></p> 	<ol style="list-style-type: none"> <li>1. Basic lifesaving skills</li> <li>2. Administration of CPR</li> <li>3. Purpose of defibrillators and when one might be needed</li> </ol>	<ol style="list-style-type: none"> <li>1. How to recognise situations where first aid is required and what to do</li> <li>2. Basic treatment of common injuries</li> <li>3. First aid for a range of more serious injuries</li> </ol>	<ol style="list-style-type: none"> <li>1. The positive associations between physical activity and the promotion of mental well-being and stress reduction</li> <li>2. Diet components and their importance</li> <li>3. Healthy weight and health management through knowledge of the 'energy balance'</li> </ol>

## Marking and Assessment in PE Practical Lessons

1. At the beginning of the scheme of learning, an initial diagnostic assessment will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level.
2. Teaching of the scheme of learning will then proceed. The age-related key skills and concepts will be formatively assessed lesson by lesson.
3. A teacher demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task.
4. Teachers will provide extension tasks or increase the complexity of an activity and allow students know when they are making progress.

5. Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) or working in small groups and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students will also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback where appropriate.
6. The final lesson of the scheme of learning will be match based to enable the teacher to derive a head and hands level for the skills and concepts. The heart level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors. On the personal development and competitive sport pathway at year 9 and GCSE/Cambridge National in years 10 and 11, students are assessed and graded using the OCR practical specification.
7. Feedback from the teacher in lessons will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. The teacher should **aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child**. This will vary due to the size of groups and nature of the activity. The use of 'show me' will be prominent in the verbal feedback process.

### **Marking and Assessment in PE Theoretical Lessons**

- Students are taught following either the OCR GCSE PE or Cambridge National specifications
- Students will sit an end of unit assessment for each topic on the course. These will be various forms of exam style questions
- End of unit assessments will be marked using the Feedback 4 strategy
- Detailed feedback in relation to their assessment performance will be given
- At the end of each unit, students books will be marked for literacy and also to provide next steps if content has not been understood through the tasks undertaken