

Assessment Steps for Physical Education

Pupils should be taught to:

- ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, rugby and tennis]
- ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- ♣ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group (PSHE).
- ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best e.g. Athletics.

Steps	1-2	3-4	5-6	7-8	9
Invasion Games	<p>Passes with some accuracy. Passes will tend to be under or over hit. Eyes taken off ball prior to contact. Shows reasonable skills but the ball is often played too far in advance and control is often lost. Appears uncomfortable in possession. Unable to take pace off ball and control it comfortably. Looks awkward with the ball coming towards them. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending team tactics.</p>	<p>Passes accurately with correct part of the body or stick. The pass sometimes lacks correct weighting. Shows more basic control and technique. Ball kept within easy reach, but sometimes loses control. Control is dominated by the stronger side of body. Demonstrates control in isolation. Ball pushed forward slightly, ready for the dribble, run or pass. Some control may fail to remove 'pace' from ball. Experiences difficulty with ball coming at differing heights or speeds. Starts to become more effective in game situation. May exhibit some individual skills in chosen position although they may be affected by pressures of the game. Will prefer others to take control.</p>	<p>Passes ball with accuracy while on the move. Demonstrates correct technique and timing while making various passes. Can run at opponent and dribble past on chosen side with close control of the ball and a high rate of success. Able to exercise control with both sides of the body having judged the pace and direction of oncoming ball. Shows some ability to influence game either in attack or defence. Use of skills is evident under pressure. Able to switch quickly from attack to defence and appreciates the main tactics involved.</p>	<p>Passes ball with accuracy while on the move. Demonstrates different types of pass. Using correct technique and timing – displays accuracy with all types of pass. Shows tight control while dribbling past opponent on either side and is beginning to develop a feint action with the upper body. Able to control at all speeds and heights as well as apply this frequently in pressurised competitive situations. Able to exert an influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness.</p>	<p>Demonstrates all types of pass with accuracy, good timing and correct pace. Can pass accurately while on the move, with either side of the body. Shows high level of balance and ball control when dribbling past an opponent. Able to outwit opponent using feint to go in one direction and move off in other. Able to control ball at all speeds, demonstrating the ability to push the ball in front of body while moving forward, to create space while controlling the ball. Controls the ball effectively with all parts of the body. Creates space as ball is controlled. Exerts significant control over the game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors, even under competitive pressure.</p>
Net Games	<p>May not hold bat correctly and does not use the correct action. Demonstrates forehand and backhand push shots in rally but played high and often long. Demonstrates correct service action</p>	<p>Beginning to hold bat/racket correctly and to use the correct action. Plays basic forehand and backhand strokes competently, showing control and some direction. Ball/shuttle beginning to travel closer to net.</p>	<p>Good grip to suit style of play and good action for shots. Good range of shots/strokes evident, showing power, control and accuracy. Demonstrates good technique</p>	<p>Good grip allowing a variety of shots to be played with good technique. Full range of shots evident showing power, control and accuracy. Imparts disguise and demonstrates a variety of serves. Able to vary height and direction.</p>	<p>Excellent use of grip and racket/bat movement for all actions. All strokes with disguise in evidence. Shows power and accuracy when attacking, control and</p>

	<p>but service lacks pace and direction. Some movement of feet but body movement awkward, jerky and lacking in rhythm. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Static play. Rallies won mainly by unforced errors. Little evidence of any understanding of the fitness requirements of the activity.</p>	<p>Shows correct service action with at least two different types of service. Demonstrates technically correct footwork. Becoming more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. Able to maintain a steady rally in game situations. Wins some rallies with effective shots. Unforced errors apparent, usually as a result of over-hitting ball. Has some understanding of the physical demands of the game and displays reasonable fitness levels in long rallies though may not do so in continuous games.</p>	<p>in their shots/strokes, particularly in forehand and backhand. Demonstrates variety of service, some using disguise. Good, lively footwork resulting in effective execution of strokes. Shows some ability to influence game either in attack or defence. Good command of skills and tactical play in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch effectively from attack to defence. Has some understanding of the physical demands of the game and displays good fitness levels in long rallies though may not do so in continuous games.</p>	<p>Correct footwork with speed, balance and rhythm in evidence, resulting in long rallies being maintained. Able to exert influence on the game in both attack and defence. Makes few unforced errors. Shows high level of skill and tactical awareness even under pressure. Anticipation of opponent's intentions evident. Has good understanding of the physical demands of the game and displays good fitness levels in long rallies though not frequently in continuous games.</p>	<p>accuracy when defending. Shows a variety of service. Demonstrates correct, quick footwork with rhythm and balance. Makes very few errors when maintaining rallies. Rallies and winning strokes/shots played at speed. Exerts significant control over game. Shows outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors. Tactically able to vary speed and direction. Has an excellent understanding of the physical demands of the game and displays excellent fitness levels in long rallies and in continuous games.</p>
Gymnastics	<p>Agilities: able to attempt at least five basic agilities, demonstrating some body control. Floor: able to link together simple movements using limited space. Evidence of some body control. Lacks flow and rhythm. Educational: performs a short routine/sequence with a limited understanding of the chosen theme. Lacks flow and little evidence of body control.</p>	<p>Agilities: able to attempt all rolls and balances with limited style, but more control. Floor: demonstrates basic agilities and linking movements in a routine. Some degree of control and style. Educational: performs a short routine/sequence on the chosen theme demonstrating basic agilities and/or vaults. Shows some control and style.</p>	<p>Agilities: able to attempt all basic agilities with control and style. May attempt an advanced agility. Floor: demonstrates basic agilities to a higher degree of control and performance; limited number of advanced moves, executed poorly. Educational: demonstrates through performance, a routine/sequence on the chosen theme using good interpretation and starts to show awareness of body/time/weight or space. Linking movements in evidence.</p>	<p>Agilities: able to perform all basic agilities and at least three of the advanced agilities. Good style and control. Floor: higher degree of advanced moves. Appropriate linking actions. Overall effect of the routine shows control, flow and style. Educational: able to perform a routine interpreting the chosen theme with considerable style and control. Evidence of good linking movements.</p>	<p>Agilities: able to perform all basic agilities and five advanced agilities. Excellent control and style. Floor: appropriate mixture of movements displaying imaginative use of floor space and ability. Sequence performed with total control. A polished performance. Educational: the routine shows thought, imagination and originality. It is fluent, aesthetically pleasing and shows style and poise.</p>
Track	<p>Starts: has little or no idea of how to set out start position. May come upright too soon.</p>	<p>Starts: some idea of how to set out start position, but head may be too high or hips high in set.</p>	<p>Starts: has a good idea of how to set out the start position and position at set.</p>	<p>Starts: sprint start shows quite a good pick-up.</p>	<p>Starts: drives from the correct leg, keeping low.</p>

	<p>Sprints – posture: poor head carriage and tight in shoulders. Sprint: relay – giving the baton: may carry baton in wrong hand, react too early, slow down too soon, fail to place the baton properly, or combinations of these. Sprint: relay – receiving the baton: sets off too early/late/slowly. May offer wrong hand, or offer hand incorrectly, or stand in the wrong position in the lane. 800 m, 1500 m, steeplechase: shows no pace judgement or tactical awareness. Uneconomical style which gets worse as the race progresses.</p>	<p>Sprints – posture: head may lack stability with tight shoulders, lacking drive from arms, legs. Sprint: relay – giving the baton: probably does not sprint hard into the box, may lack confidence in the exchange. Sprint: relay – receiving the baton: may have check marks but in the race may not make best use of them. Unsure when offering back hand, too high or too low, may not make it easy for incoming runner. 800 m, 1500 m: shows some pace judgement but little tactical awareness. A more economical style.</p>	<p>Sprints – posture: stable head action, more loose in shoulders. Arms drive in good line. Leg drive more apparent. Sprint: relay – giving the baton: uses correct hand appropriate to position in team, comes into the box with some speed. Sprint: relay – receiving the baton: has some knowledge of check marks, knows when to set off but may lack confidence. Gets back the correct hand but may be too high or too low. 800 m, 1500 m: able to judge pace more accurately; economical style is apparent, but becomes less so towards end of race.</p>	<p>Sprints – posture: good and maintained for most/all of the race. Sprint: relay – giving the baton: comes in with confidence and speed, knows which hand to use and why. Uses the correct position in the lane. Sprint: relay – receiving the baton: can set out check marks and assumes correct position in the lane, demonstrates effective technique in either the down or upsweep. 800 m, 1500 m, steeplechase: shows good pace judgement with economical style throughout. Begins to show tactics suitable to ability.</p>	<p>Sprints – posture: good knee lift appropriate to the event. Powerful leg drive apparent, good technique on the bend as appropriate. Sprint: relay – giving the baton: drives hard into the box, giving the baton with good technique and understands both up/down techniques. Sprint: relay – receiving the baton: can use check marks appropriately, goes at correct time, offers hand in correct position, accepts baton smoothly using either technique. 800 m, 1500 m, shows good technique over full distance. Could be paced by 2 or 3 runners in relay to give opportunity to show pace judgement, tactics and ability to compete.</p>
Athletics/ Throwing Events	<p>Grip: has little idea of correct grip. Probably uses standing throw. Preparation: may over-prepare, for example discus swings, or show no preparation. Movement: little or poor preparation. Release: wrong or poor angle and point of release – poor timing. General: technique may be hampered by body shape or size. Has clear idea of safety and some simple rules of competition.</p>	<p>Grip: has some idea of the grip in chosen throw(s). Has a reasonably effective standing throw. Preparation: may not get into the correct position, for example 'T' position in shot, straight leg or position of shot in neck. Movement: may have problems with the turn in discus and hammer. Release: may finish incorrectly, for example poor balance. General: shows a high awareness of safety rules and knows the basic rules of competition.</p>	<p>Grip: uses correct grip appropriate to event. Preparation: gets a better position, for example bend of the leg in shot. Movement: travel and trunk position good, but may lack speed, for example across shot circle. Release: arrives in the wrong position, for example be standing up in the shot. May lack drive from the leg. General: shows a high awareness of safety and good knowledge of the rules of competition. Timing beginning to be evident.</p>	<p>Grip: uses correct grip appropriate to event. Preparation: good position, balanced, relaxed and controlled. Movement: shows some speed and aggression in the run-up, turn or glide/step back. Release: shows much more drive at release which will make better angle. General: has a high awareness of safety and very good knowledge of the rules of competition. Good timing and rhythm of the event starting to appear.</p>	<p>Grip: uses correct grip appropriate to event. Preparation: clearly correct, well balanced, relaxed and controlled. Movement: has good rhythm and timing, for example slow build-up, fast finish, correct feet movement and placement. Release: reaches front of the circle in correct delivery position. Throwing arm left behind until the last moment, hip driving into powerful release, made at the correct angle. General: shows high awareness of safety and good knowledge of the rules of competition. Good</p>

					timing of each phase, smooth rhythm and transition.
Athletics/ Jumping Events		<p>Run-up: shows some attack on approach and an elementary idea of setting out the run-up.</p> <p>Take-off: lacks speed and attack. May be too close to or too far away from the bar.</p> <p>Flight: shows some technique but may still be rather crouched.</p> <p>Landing: may still not land on the correct part of the body and jump still resembles a scissors jump.</p>	<p>Run-up: shows correct shape.</p> <p>Take-off: shows some attack. The leading leg shows some drive upwards, assisted by the leading arm.</p> <p>Flight: lay out position shows more arch.</p> <p>Landing: may land on correct part of the body but facing the direction of run-up rather than the bar.</p>	<p>Run-up: accurate and shows good rhythm.</p> <p>Take-off: shows good attack, and from the correct position in relation to the bar.</p> <p>Flight: leading arm rises high over the bar and flight is controlled.</p> <p>Landing: lands on correct part of the body, correct position on the bed.</p>	<p>Run-up: shows correct shape with excellent rhythm and aggression at take-off.</p> <p>Take-off: leading leg drives vigorously, assisted by leading arm. Correct position in relation to the bar.</p> <p>Flight: excellent shape in flight, legs raised high to complete the jump.</p> <p>Landing: lands well on correct part of body and facing back towards the bar.</p>
Striking and Fielding	<p>Performs one component with some evidence of technique or performance. Batting: has some idea of basic batting stance. Shows forward defensive shot but does not keep ball down very well because of limited footwork. Attacking shots still aim too much to leg-side and often in air. Bowling: some control of run-up.</p> <p>Some sideways action although only limited control of line and length, with some erratic deliveries.</p> <p>Fielding: demonstrates basic stops and simple throws. Ability to take a simple catch evident. Game situation: participates in game with limited effectiveness. Has difficulty performing basic skills in game situation.</p>	<p>Performs one component with appropriate technique and performance. Batting: plays forward and backward defensive shots, although technique may be rather awkward. Attacking skills evident but technique affected by incorrectly positioned front foot. Bowling: fairly well co-ordinated run-up and basic action with reasonable control of line and length. May demonstrate some spin, but usually not well controlled.</p> <p>Fielding: can stop and perform a 'long barrier'. Throws accurately over short distances. Game situation: becoming more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.</p>	<p>Performs batting or bowling with a good technique and performs all elements of fielding effectively or performs batting and bowling with correct technique and performance and performs all elements of fielding to a good level of ability. Batting: uses correct technique in defensive and attacking shots. Able to play appropriate shot to a variety of balls bowled.</p> <p>Applies correct technique to forward and backward defensive shots. Bowling: uses correct technique in bowling action, with appropriate control of line and length.</p> <p>Demonstrates either some spin or swing or movement of the ball off the seam.</p> <p>Fielding: able to anticipate and adjust position according to pace of ball. Shows consistent catching ability and accurate return to wicketkeeper. Game</p>	<p>Performs batting or bowling to a high level of technique and performs all elements of fielding to a high level of ability or performs batting and bowling with good technique and performance and performs all elements of fielding to a high level of ability. Batting: displays high level of technique in defensive and attacking shots, including drives, cuts, pulls, glances. Demonstrates the ability to control shots and place the ball.</p> <p>Forward and backward defensive shots are dominant. Drives, cuts and pulls are played correctly. Bowling: full use of run-up, demonstrating correct foot placement and follow through when releasing ball. Effective in either spin or swing bowling. Shows good control of line and length. Consistently bowls a good length of ball. Fielding: able to stop, catch and pick up ball using either hand. Very competent in all aspects of fielding. Throws accurately to the wicketkeeper.</p> <p>Game situation: able to exert considerable influence on game in</p>	<p>Performs batting or bowling with outstanding level of technique and performs all elements of fielding to a very high level or performs batting and bowling at a very high level of technique and performs all elements of fielding to a very high level. Batting: excellent in execution of all shots. Uses full range of defensive and attacking shots, with confidence and appropriate to type of ball bowled. Uses feet to cover drive spin bowling. Places drives accurately along the ground. Bowling: demonstrates with excellent control one of: pace/spin/swing/seam. Able to defeat batsmen with controlled deliveries.</p> <p>Fielding: demonstrates outstanding fielding ability in a variety of positions.</p>

			<p>situation: shows some ability to influence game either in batting or bowling. Has good command of skills. Shows some anticipation of opposition and makes adjustments. Able to switch from attack to defence.</p>	<p>batting, bowling and fielding. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure.</p>	<p>Will pick-up and throw accurately in one action. Wicketkeepers will stand up to spin bowling and take all deliveries cleanly. Will effectively stump batsmen. Game situation: exerts significant control over game. Shows excellent level of skill, tactical awareness and anticipation, making very few unforced errors.</p>
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