

Physical Education Assessment Grids



Year 8

	Performance (Technique and Skill)	Decision-Making (Tactics and Strategy)	Health and Fitness (Lead healthy, active lifestyles)	Coaching (Analysis and Improvement)	Character (Citizenship and Sportsmanship)
46 45 44 43	Use advanced skills, techniques and ideas with consistency and accuracy. Consistently able to influence the performance of self and others. Demonstrates appropriate levels of physical fitness and psychological control to perform effectively.	Can apply tactical changes effectively and consistently to achieve success, in changing circumstances. Can consider tactical adaptations needed for variable abilities of peers.	Can thoroughly describe the effect of nutrition, injury and motivation on performance.	Can develop a programme of activities to improve performance. Understands the importance of quality feedback in improving performance. Can evaluate their performance as a coach, suggesting both strengths and areas for improvement.	Is able to mentor younger students. Can successfully motivate peers in challenging situations. Is a role model for other students, consistently displaying sportsmanship at its best.
42 41 40 39	Use advanced skills, techniques and ideas to succeed. Shows accuracy, control, fluency and originality. Can consistently adapt skills under pressure.	Can officiate a range of different sports with confidence and authority. Shows confidence applying rules and consequences, when in a group. Can apply tactics and strategies for various sports, with success.	Understand how the different components of health and skill-related fitness affect performance. Able to lead a full warm up to the class, adapting for different sports. Describe different training methods: Interval, fartlek, circuit and explain how they benefit/improve fitness.	Can plan ways to improve performance and act accordingly. Is competent in coaching, giving accurate and detailed feedback in a variety of different sports.	Can lead a team during game play, showing fairness and compassion to others. Willing and able to take on any role within a game situation Gives up time to help others improve.
38 37 36 35	Use advanced skills to successfully outwit an opponent. Can change and adapt skills in a game to suit the needs of the situation.	Can plan what strategies to use in a game situation and articulate this to a group. Realises when tactics need to be adapted and can suggest a new game plan. Can officiate with confidence and fairness in a game situation.	Understand the long-term health benefits of regular physical activity. Explain how different components of fitness are important in different sports. Can lead a 3 part warm-up to other students. Can plan a basic circuit training session.	Can confidently compare and comment on own and others' work, using ICT. Shows an understand of how skills and tactics relate to the quality of the performance.	Can adapt for the benefit of the team. Frequently contributes to class discussions and demonstrations, showing understanding. Can organise and lead a sport-specific drill.
34 33 32 31	Links different skills within a game, in order to outwit an opponent. Shows precision, control and fluency within a pressure situation. Can use different skills to outwit an opponent in a practice situation.	Can consistently implement different strategies and tactics within a game. Can identify key positions within a team/game and explain their roles. Can officiate a small sided game, with support.	Can identify which muscles are needed to stretch for different activities. Can lead a stretching session. Has begun to identify components of health and skill-related fitness. Can explain why physical activity is important for health.	Can compare and comment on skills and techniques in own and others' work. Can identify other factors affecting performance e.g. fitness / mood. Can suggest ways in which others can improve.	Takes on an active role within all game situations. Regularly enthuses of members of the class. Can identify traits of a positive role model.
30 29 28 27	Can link skills within a game. Shows accuracy and control in basic skills. Can demonstrate skills to other students.	Has a solid understanding of basic rules and laws in various sports. Can start to implement different T & S in a game situation. Can suggest ways to outwit an opponent.	Can identify muscle groups using the correct terminology. Can explain the different parts of a warm-up. Can calculate heart rate and predict the effect of exercise	Uses key words when giving feedback. Can refine own performance in response to feedback. Can feedback to a small group of students.	Contributes to class discussions, with valid points. Regularly supports other students. Shows leadership skills when working in a group.

Physical Education Assessment Grids



Year 7

	Performance (Technique and Skill)	Decision-Making (Tactics and Strategy)	Health and Fitness (Lead healthy, active lifestyles)	Coaching (Analysis and Improvement)	Character (Citizenship and Sportsmanship)
39 38 37 36	Use advanced skills to successfully outwit an opponent. Can change and adapt skills in a game to suit the needs of the situation.	Can plan what strategies to use in a game situation and articulate this to a group. Realises when tactics need to be adapted and can suggest a new game plan. Can officiate with confidence and fairness in a game situation.	Understand the long-term health benefits of regular physical activity. Explain how different components of fitness are important in different sports. Can lead a 3 part warm-up to other students. Can plan a basic circuit training session.	Can confidently compare and comment on own and others' work, using ICT. Shows an understand of how skills and tactics relate to the quality of the performance.	Can adapt for the benefit of the team. Frequently contributes to class discussions and demonstrations, showing understanding. Can organise and lead a sport-specific drill.
35 34 33 32	Links different skills within a game, in order to outwit an opponent. Shows precision, control and fluency within a pressure situation. Can use different skills to outwit an opponent in a practice situation.	Can consistently implement different strategies and tactics within a game. Can identify key positions within a team/game and explain their roles. Can officiate a small sided game, with support.	Can identify which muscles are needed to stretch for different activities. Can lead a stretching session. Has begun to identify components of health and skill-related fitness. Can explain why physical activity is important for health.	Can compare and comment on skills and techniques in own and others' work. Can identify other factors affecting performance e.g. fitness / mood. Can suggest ways in which others can improve.	Takes on an active role within all game situations. Regularly enthuses of members of the class. Can identify traits of a positive role model.
31 30 29 28	Can link skills within a game. Shows accuracy and control in basic skills. Can demonstrate skills to other students.	Has a solid understanding of basic rules and laws in various sports. Can start to implement different T & S in a game situation. Can suggest ways to outwit an opponent.	Can identify muscle groups using the correct terminology. Can explain the different parts of a warm-up. Can calculate heart rate and predict the effect of exercise	Uses key words when giving feedback. Can refine own performance in response to feedback. Can feedback to a small group of students.	Contributes to class discussions, with valid points. Regularly supports other students. Shows leadership skills when working in a group.
27 26 25 24	Is beginning to link skills together. Can perform basic skills in a pressure situation.	Has an understanding of basic tactics and strategies. Can follow a game plan in competitive situations. Can follow rules in games.	Can describe the short-term effects of exercise. Can take a pulse reading at carotid or radial site. Knows the difference between static and dynamic stretching, giving examples of both.	Can confidently feedback to another student. Can identify strengths and weaknesses in a performance. Knows why ICT is useful in analysing work.	Is gaining confidence in class discussions and demonstrations. Can lead a small group of peers in a practice situation or warm-up. Regularly uses encouraging language within the lesson.

Physical Education Assessment Grids



Year 6

	Performance (Technique and Skill)	Decision-Making (Tactics and Strategy)	Health and Fitness (Lead healthy, active lifestyles)	Coaching (Analysis and Improvement)	Character (Citizenship and Sportsmanship)
36 35 34 33	Links different skills within a game, in order to outwit an opponent. Shows precision, control and fluency within a pressure situation. Can use different skills to outwit an opponent in a practice situation.	Can consistently implement different strategies and tactics within a game. Can identify key positions within a team/game and explain their roles. Can officiate a small sided game, with support.	Can identify which muscles are needed to stretch for different activities. Can lead a stretching session. Has begun to identify components of health and skill-related fitness. Can explain why physical activity is important for health.	Can compare and comment on skills and techniques in own and others' work. Can identify other factors affecting performance e.g. fitness / mood. Can suggest ways in which others can improve.	Takes on an active role within all game situations. Regularly enthuses of members of the class. Can identify traits of a positive role model.
32 31 30 29	Can link skills within a game. Shows accuracy and control in basic skills. Can demonstrate skills to other students.	Has a solid understanding of basic rules and laws in various sports. Can start to implement different T & S in a game situation. Can suggest ways to outwit an opponent.	Can identify muscle groups using the correct terminology. Can explain the different parts of a warm-up. Can calculate heart rate and predict the effect of exercise	Uses key words when giving feedback. Can refine own performance in response to feedback. Can feedback to a small group of students.	Contributes to class discussions, with valid points. Regularly supports other students. Shows leadership skills when working in a group.
28 27 26 25	Is beginning to link skills together. Can perform basic skills in a pressure situation.	Has an understanding of basic tactics and strategies. Can follow a game plan in competitive situations. Can follow rules in games.	Can describe the short-term effects of exercise. Can take a pulse reading at carotid or radial site. Knows the difference between static and dynamic stretching, giving examples of both.	Can confidently feedback to another student. Can identify strengths and weaknesses in a performance. Knows why ICT is useful in analysing work.	Is gaining confidence in class discussions and demonstrations. Can lead a small group of peers in a practice situation or warm-up. Regularly uses encouraging language within the lesson.
24 23 22 21	Can explore and replicate skills independently. Can consistently perform basic skills in a practice situation. Can verbalise the key points from individual skills.	Shows some understanding of simple tactics and strategies. Has some understanding of basic rules and laws. Is starting to implement rules into own game play.	Can sometimes describe how their body feels different during exercise. Can identify basic muscle groups. Knows where and how to measure heart rate. Knows why warming up and cooling down is important.	Can comment on a performance, using some key words. Knows the importance of feedback. Can identify which skills are being demonstrated, in a performance.	Can encourage and help team mates, when working as a group. Can sometimes contribute to class discussions. Is usually keen to demonstrate.

Physical Education Assessment Grids



Year 5

	Performance (Technique and Skill)	Decision-Making (Tactics and Strategy)	Health and Fitness (Lead healthy, active lifestyles)	Coaching (Analysis and Improvement)	Character (Citizenship and Sportsmanship)
33	Can link skills within a game. Shows accuracy and control in basic skills.	Has a solid understanding of basic rules and laws in various sports. Can start to implement different T & S in a game situation.	Can identify muscle groups using the correct terminology. Can explain the different parts of a warm-up.	Uses key words when giving feedback. Can refine own performance in response to feedback.	Contributes to class discussions, with valid points. Regularly supports other students.
32	Can demonstrate skills to other students.	Can suggest ways to outwit an opponent.	Can calculate heart rate and predict the effect of exercise on HR.	Can feedback to a small group of students.	Shows leadership skills when working in a group.
31					
30					
29	Is beginning to link skills together. Can perform basic skills in a pressure situation.	Has an understanding of basic tactics and strategies. Can follow a game plan in competitive situations.	Can describe the short-term effects of exercise. Can take a pulse reading at carotid or radial site.	Can confidently feedback to another student. Can identify strengths and weaknesses in a performance.	Is gaining confidence in class discussions and demonstrations. Can lead a small group of peers in a practice situation or warm-up.
28		Can follow rules in games.	Knows the difference between static and dynamic stretching, giving examples of both.	Knows why ICT is useful in analysing work.	Regularly uses encouraging language within the lesson.
27					
26					
25	Can explore and replicate skills independently. Can consistently perform basic skills in a practice situation.	Shows some understanding of simple tactics and strategies. Has some understanding of basic rules and laws.	Can sometimes describe how their body feels different during exercise. Can identify basic muscle groups.	Can comment on a performance, using some key words. Knows the importance of feedback.	Can encourage and help team mates, when working as a group. Can sometimes contribute to class discussions.
24	Can verbalise the key points from individual skills.	Is starting to implement rules into own game play.	Knows where and how to measure heart rate. Knows why warming up and cooling down is important.	Can identify which skills are being demonstrated, in a performance.	Is usually keen to demonstrate.
23					
22					
21	Can attempt basic skills, movements and techniques within a practice. Can replicate basic skills and movements with guidance.	Can attempt to follow a game plan. Is aware that games have rules and laws.	Knows that the body changes during exercise. Can take part in a whole class warm-up.	Can comment on a performance. Can use ICT to record work.	Takes an active role within lessons. Can listen to others ideas and suggestions.
20	Can identify basic skills from a demonstration.	Finds it hard to identify and follow rules in a game.	Knows some stretches.		Is able to work with different students within the class.
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