



Assessment & ICT in PE

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We are learning about APP.

All – will understand what APP is and how it is a diagnostic tool (PE teacher)

Most – will understand how APP will influence their planning, teaching and learning and use it as a diagnostic tool for all students (2nd in Dept)

Some – track student attainment over a period of time and use the APP framework to moderate and standardise assessments (HOD).

What is assessment?

Assessment is at the heart of a successful curriculum and is a fundamental part of good **teaching and learning**. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Effective assessment enables learners to make smooth progress throughout their time at school.

National Curriculum 2007

Formative & Summative

Formative is generally carried out throughout a course and used to aid learning.

Summative is done at the end of a period of learning. It may be a test.

AFL & APP

AFL – Assessment for Learning

- Sharing learner objectives and learner outcomes

WALT – we are learning to (objective)

WILF – what I'm looking for (outcome)

- Pupil know the standards they are aiming for
- Use of peer/self assessment

APP – Assessing Pupil Progress

- make reliable judgements of attainment
- use diagnostic information about pupils' strengths and weaknesses to improve planning, teaching and learning;
- track pupils' progress over a key stage or longer.

Assessing Pupil Progress

Department for Children, Schools and Families - Microsoft Internet Explorer provided by Ratton School

http://www.dcsf.gov.uk/

Department for Children, Schools and Families

national family week
25th - 31st May 2009

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150,000 annual school vacancies will be filled through new service run by Tribal

13 May 2009
Government funds expansion of Apprenticeships
Businesses share £11 million to create 3000 new Apprenticeship places over next two years

13 May 2009
Extra funding to help families cope with recession
Ed Balls announces £3 million for relationship, family and debt counselling

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http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/assessment/app/

start APP Microsoft PowerPoint ... PE PLANNER MATT [C... Department for Childr...

Internet 100% 11:27

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/assessment/app/>

What did the video show us

- Where children are at against National Standards
- Not using formative assessment enough
- Engage children in learning more
- It effects teaching and learning from its core
- You don't need to comcentrate on the end of the journey
- Moderation and standisation – figures national are all over the place
- How students perform in summative tests
- Use APP framework with specific criteria.

Don't copy the PE clip.

What is it?

APP is a structured approach to periodically (assessment framework) assessing, so teachers can:

- track pupils' progress
- use diagnostic information about pupils' strengths and weaknesses.
- Using APP materials teachers can make level judgements for each of the PE National Curriculum attainment targets.

APP supports the successful implementation of the new secondary curriculum in order to improve pupils' engagement, motivation and success in learning.

| Key concepts – these are needed to deepen and broaden knowledge. | Key processes – essential skills |
|---|--|
| Competence | Developing skills in physical activity |
| Performance | Making and applying decisions |
| Creativity | Developing physical and mental capacity |
| Healthy, active lifestyles | Evaluating and improving |
| | Making informed choices about healthy, active lifestyles |



Support

There is support material out there, but the frameworks are very general for PE, and they are due to be released 2010/12. Most LEA's now want to write their own as the government ones for the foundations subjects are not good diagnostic tools.



So what have we done at Ratton.....

AFL is now established, all lessons are objective led and outcomes are shared with pupils. This is standard practice.

APP is developing, some subjects more than others due to support material from certain agencies.

1. Starting point – English APP success framework for reading

| | AF1 – use a range of strategies, including accurate decoding of text, to read for meaning | AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text | AF3 – deduce, infer or interpret information, events or ideas from texts | AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level | AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level | AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader | AF7 – relate texts to their social, cultural and historical traditions |
|----------------|---|---|--|---|---|--|--|
| Level 4 | | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● some relevant points identified ● comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● comments make inferences based on evidence from different points in the text, e.g. interpreting a character’s motive from their actions at different points ● inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● some structural choices identified with simple comment, e.g. ‘he describes the accident first and then goes back to tell you why the child was in the road’ ● some basic features of organisation at text level identified, e.g. ‘the writer uses bullet points for the main reasons’ | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● some basic features of writer’s use of language identified, e.g. ‘all the questions make you want to find out what happens next’ ● simple comments on writer’s choices, e.g. “disgraceful” is a good word to use to show he is upset’ | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● main purpose identified, e.g. ‘it’s all about why going to the dentist is important and how you should look after your teeth’ ● simple comments show some awareness of writer’s viewpoint, e.g. ‘he only tells you good things about the farm and makes the shop sound boring’ ● simple comment on overall effect on reader, e.g. ‘the way she describes him as “ratlike” and “shifty” makes you think he’s disgusting’ | <p>Across a range of reading</p> <ul style="list-style-type: none"> ● features common to different texts or versions of the same text identified, with simple comment, e.g. characters, settings, presentational features ● simple comment on the effect that the reader’s or writer’s context has on the meaning of texts, e.g. historical context, place, social relationships |
| Level 3 | <p>In most reading</p> <ul style="list-style-type: none"> ● range of strategies used mostly effectively to read with fluency, understanding and expression | <p>In most reading</p> <ul style="list-style-type: none"> ● simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from different places in the text ● some comments include quotations from or references to text, but not always relevant, e.g. often retelling or paraphrasing sections of the text rather than using it to support comment | <p>In most reading</p> <ul style="list-style-type: none"> ● straightforward inference based on a single point of reference in the text, e.g. ‘he was upset because it says “he was crying”’ ● responses to text show meaning established at a literal level, e.g. “walking good” means “walking carefully” or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text | <p>In most reading</p> <ul style="list-style-type: none"> ● a few basic features of organisation at text level identified, with little or no linked comment, e.g. ‘it tells about all the different things you can do at the zoo’ | <p>In most reading</p> <ul style="list-style-type: none"> ● a few basic features of writer’s use of language identified, but with little or no comment, e.g. ‘there are lots of adjectives’ | <p>In most reading</p> <ul style="list-style-type: none"> ● comments identify main purpose, e.g. ‘the writer doesn’t like violence’ ● express personal response but with little awareness of writer’s viewpoint or effect on reader, e.g. ‘she was just horrible like my nan is sometimes’ | <p>In most reading</p> <ul style="list-style-type: none"> ● some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters ● recognition of some features of the context of texts, e.g. historical setting, social or cultural background |

Stage 2 - What do we want to assess in PE?

| Key concepts – these are needed to deepen and broaden knowledge. | Key processes – essential skills |
|---|--|
| Competence | Developing skills in physical activity |
| Performance | Making and applying decisions |
| Creativity | Developing physical and mental capacity |
| Healthy, active lifestyles | Evaluating and improving |
| | Making informed choices about healthy, active lifestyles |

We decided we wanted to assess the key processes and ensure the key concepts are covered in our SOW.

Stage 3 – assessment focus's (AF)

Developing skill in physical activity

| | | | | |
|--|---|---|---|---|
| Refine and adapt skills into techniques | Develop the range of skills they use | Develop the precision of their skills. | Develop the control of their skills. | Develop the fluency of their skills. |
|--|---|---|---|---|

Making and applying decisions

| | | | |
|--|---|---|--|
| Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts | Refine and adapt ideas and plans in response to changing circumstances | Plan and implement what needs practising to be more effective in performance | Recognise hazards and make decisions about how to control any risks to themselves and others. |
|--|---|---|--|

Developing physical and mental capacity

| | | | | |
|---|--|--|--|---|
| Develop their physical strength to cope with the demands of different activities | Develop their physical stamina to cope with the demands of different activities | Develop their physical speed to cope with the demands of different activities | Develop their physical flexibility to cope with the demands of different activities | Develop their mental determination to succeed. |
|---|--|--|--|---|

Evaluating and improving

| | | | |
|---|---|--|---|
| Analyse performances, identifying strengths and weaknesses | Make decisions about what to do to improve their performance and the performance of others | Act on these decisions in future performances | Be clear about what they want to achieve in their own work and what they have actually achieved. |
|---|---|--|---|

Making informed choices about healthy, active lifestyles

| | | |
|---|--|---|
| Identify the types of activity they are best suited to | Identify the types of role they would like to take on | Make choices about their involvement in healthy physical activity. |
|---|--|---|

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.

Level 5

Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others' to improve their performance.

Level 6

Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.

Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control, fluency and originality. They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work, and modify them in response to changing circumstances and other performers. They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities. They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.

Level 8

Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements. They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Exceptional performance

Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent in finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing.

Stage 4 – filling in the success framework

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.

Developing skill in physical activity

| | Refine and adapt skills into techniques | Develop the range of skills they use | Develop the precision of their skills. | Develop the control of their skills. | Develop the fluency of their skills. |
|---|---|--------------------------------------|--|--------------------------------------|--------------------------------------|
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | | | |
| 4 | | | | | |

Developing skill in physical activity

| | Refine and adapt skills into techniques | Develop the range of skills they use | Develop the precision of their skills. | Develop the control of their skills. | Develop the fluency of their skills. |
|----------|--|---|--|--|---|
| 7 | Pupils select and combine advanced skills, techniques and ideas, | Adapting skills, technique and ideas accurately and appropriately to meet the demands of increasingly complex situations. | They consistently show precision and originality by adapting skills and techniques to allow correctness. | They consistently show control and originality by using creativity to overcome problems. | They consistently show fluency and originality by adapting performance to allow smoothness. |
| 6 | Pupils select and combine skills, techniques and ideas. | Use skills, technique and ideas in a widening range of familiar and unfamiliar physical activities and contexts. | Perform in familiar and unfamiliar activities with consistent precision. | Perform in familiar and unfamiliar activities with consistent control. | Perform in familiar and unfamiliar activities with consistent fluency. |
| 5 | Pupils select and combine skills, techniques and ideas. | Apply skills and technique accurately and appropriately in different physical activities, When performing in different physical activities. | They consistently show precision through care and accuracy of movements. | They consistently show control through command of their co-ordination and balance. | They consistently show fluency through ease and confidence of movement. |
| 4 | Pupils link skills, techniques and ideas. | Apply skills and techniques accurately and appropriately. | When performing, they show care with their movements.. | When performing, they show self control with their movements. | When performing, they show smoothness. |



Physical Education APP framework



| | Developing skill in physical activity | | | | | Making and applying decisions | | | | Developing physical and mental capacity | | | | Evaluating and improving | | | Making informed choices about healthy active lifestyles | | | | |
|---|--|--|--|--|--|--|--|--|---|--|---|--|--|---|---|---|---|--|---|--|--|
| | Refine and adapt skills into techniques | Develop the range of skills they use | Develop the precision of their skills. | Develop the control of their skills. | Develop the fluency of their skills. | Select and use tactics, strategies and compositional ideas effectively in different, creative, competitive and challenge-type contexts | Refine and adapt ideas and plans in response to changing circumstances | Plan and implement what needs to be more effective in performance | Recognise hazards and make decisions about how to control any risks to themselves and others. | Develop their physical stamina to cope with the demands of different activities | Develop their physical strength to cope with the demands of different activities | Develop their physical flexibility to cope with the demands of different activities | Develop their physical flexibility to cope with the demands of different activities | Develop their mental determination to succeed. | Analyse performance, identifying strengths and weaknesses | Make decisions about what to do to improve their performance and the performance of others | Act on these decisions in future performances | Be clear about what they want to achieve in their own work and what they have actually achieved. | Identify the types of activity they are best suited to | Identify the types of role they would like to take on | Make choices about their involvement in healthy physical activity. |
| 7 | Pupils select and combine advanced skills, techniques and ideas. | Adapting skills, techniques and ideas accurately and appropriately to meet the demands of increasingly complex situations. | They consistently show precision and originality by adapting skills and techniques to allow consistency. | They consistently show control and originality by using creativity to overcome problems. | They consistently show fluency and originality by adapting skills to allow smoothness. | They apply the principles of advanced strategies, tactics and compositional ideas in their own and others work. | They modify strategies, tactics and compositional ideas in response to changing circumstances and other performers. | They analyse and comment on their own and others work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. | They explain the principles of practice and training, and apply them effectively. | They can explain static, dynamic and explosive strength and how to develop it through regular planned physical activity. | They can explain the difference between cardio-vascular fitness and muscular endurance and how to develop it through regular planned physical activity. | They can explain flexibility and the benefits of regular, safe and planned physical activity. | They explain the benefits of regular, safe and planned physical activity, mental and social wellbeing. | They can explain their analysis of strengths and weaknesses, what needs to be improved and how it is performed. | They plan ways to improve their own and others performance. | They act on decisions in order to bring about the improvements. | They can explain what needs to be improved and how it is performed. | They carry out their own physical activity programme based on their choices and preferences of activities and roles within activities. | They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities. | | |
| 6 | Pupils select and combine skills, techniques and ideas. | Use skills, techniques and ideas in a widening range of familiar and unfamiliar physical activities and contexts. | Perform in familiar and unfamiliar activities with consistent precision. | Perform in familiar and unfamiliar activities with consistent control. | Perform in familiar and unfamiliar activities with consistent fluency. | They entertain audiences. | They use imaginative ways to solve problems and overcome challenges. | When planning their own and others work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances. | They explain how different types of exercise contribute to their fitness and health. | They understand how stamina affects performance. | They understand how strength affects performance. | They understand how flexibility affects performance. | When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently. | When planning use what they know about their own and others strengths and weaknesses. | They analyse and comment how skills, techniques and ideas have been used in their own and others work, and on composition and other aspects of performance. | They suggest ways to improve. | They describe their involvement in regular, safe physical activity. | | | | |
| 5 | Pupils select and combine skills, techniques and ideas. | Apply skills and techniques accurately and appropriately in different physical activities. | They consistently show precision through care and accuracy of movements. | They consistently show control through command of their coordination and balance. | They consistently show fluency through ease and confidence of movement. | They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. | They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. | They analyse and comment on skills, techniques and ideas. | They plan, organise and apply basic practices and activities safely. | They explain how strength affects the body during different types of activity. | They explain how stamina affects the body during different types of activity. | They explain how flexibility affects the body during different types of activity. | They explain how composition affects the body during different types of activity. | Talked part in all tasks in lessons and set targets from key criteria to improve. | Understand how skills and techniques are applied in their own and others work. | They having others to improve their performance. | | Understand why physical activity is an essential component of a healthy lifestyle. | | | |
| 4 | Pupils link skills, techniques and ideas. | Apply skills and techniques accurately and appropriately. | When performing they show care with their movements. | When performing they show self control with their movements. | When performing they show smoothness. | They show that they understand tactics and composition. | They compare and comment on skills, techniques and ideas used in their own and others work. | They use understanding of skills, techniques and ideas to improve their performance. | They explain basic safety principles when preparing for exercise. | They describe how strength affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how stamina affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how flexibility affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how composition affects their bodies, and why regular, safe activity is good for their health and wellbeing. | Talked part in tasks in lessons. | Can complete peer assessment identifying strengths and weaknesses. | They work with others to plan and lead simple practices and activities for themselves and others. | | Can explain why regular, safe activity is good for their health and wellbeing. | | Can explain why regular, safe activity is good for their health and wellbeing. | |

SOW's - assessment break down

Key Stage 3

Football – **Making and applying tactics** – teacher assessment

Basketball – **Developing skills in physical activity** – teacher assessment

Gymnastics – **Evaluating and improving** – peer assessment

Netball – **Developing skills in physical activity** – teacher assessment

Badminton – **Evaluating and improving** – self assessment

Rugby – **Developing skills in physical activity** – teacher assessment

Trampolining – **Making informed choices about healthy, active lifestyles**

Cricket – **Developing skill in physical activity** – teacher assessment

Rounders / Stoolball – **Making and applying decisions** – teacher assessment

Tennis – **Evaluating and Improving** – peer assessment

Table Tennis – **Making and applying decisions** – peer assessment

Athletics – **Developing physical and mental capacity** – self assessment

Year 7 Athletics pilot group

| ATHLETICS Content Title | Learning Objectives (What are we learning?) | Learning Outcomes (What I am looking for) | |
|--|---|--|--|
| Sprint starts and sprinting technique – explore range of stride lengths and speeds, different arm action and different body positions. Teach pupils different starting positions and the principles of acceleration. SPEED | We are learning to improve the consistency of sprinting applying strategies for effective performance and recognise that different types of activity require different types of fitness. | All | use sound basic sprinting technique and understand how to develop speed. |
| | | Most | perform sprints with control, precision and fluency. |
| | | Some | demonstrate good understanding of the principles of effective performance by linking skills, techniques and ideas. |
| Endurance – explore running for different distances, times and paces. Teach pupils to pace themselves and give time to improve consistency. STAMINA | We are learning to improve the consistency of sustained running applying strategies for effective performance and recognise that different types of activity require different types of fitness. | All | use sound basic pacing technique and understand how to develop stamina. |
| | | Most | Understand the need for pacing by combining techniques and ideas. |
| | | Some | demonstrate good understanding of the principles of effective performance by linking skills, techniques and ideas. |
| Basic jumping technique (length) – explore ways of jumping for distance. Standing long jump, take off leg and use of arms including hang technique/hitch kick technique. STRENGTH | We are learning to improve the consistency of jumping events applying strategies for effective performance and recognise that different types of activity require different types of fitness. | All | use sound basic jumping technique and understand how to develop strength. |
| | | Most | perform jumps with control, accuracy, power showing control, precision and fluency. |
| | | Some | demonstrate good understanding of the principles of effective performance by combining skills, techniques and ideas. |
| Basic throwing technique (push) – teach specific arm actions, how to apply force to an object and how to place legs in standing throws. | We are learning to improve the consistency of throwing events and apply strategies for effective performance and recognise that different types of activity require different types of fitness. | All | use sound basic throwing technique and understand how to develop strength. |
| | | Most | perform throws with control, precision and fluency. |
| | | Some | demonstrate good understanding of the principles of effective performance by combining skills, techniques and ideas. |
| Relay – to introduce the technique of the relay. The change over (upsweep/downsweep) and the rules and regulations. | We are learning to improve the consistency of relay events and apply strategies for effective performance. | All | use sound basic sprinting and exchange technique and understand how to develop flexibility. |
| | | Most | perform change overs with control, precision and fluency. |
| | | Some | demonstrate good understanding of the principles of effective performance by combining skills, techniques and ideas. |
| Basic throwing technique (sling) – introduce pupils to the safety and technique of javelin. Standing throw to 3 stride throw to 5 stride throw. | We are learning to improve the consistency of throwing events and apply strategies for effective performance. | All | use sound basic jumping technique and understand how to develop strength. |
| | | Most | perform jumps with control, precision and fluency. |
| | | Some | demonstrate good understanding of the principles of effective performance by combining skills, techniques and ideas. |

AF -

Developing physical and mental capacity – we are using a self assessment by students assessing themselves on a success ladder.

| | Develop their physical strength to cope with the demands of different activities | Develop their physical stamina to cope with the demands of different activities | Develop their physical speed to cope with the demands of different activities | Develop their physical flexibility to cope with the demands of different activities |
|---|---|--|--|--|
| 6 | They understand how strength affects performance. | They understand how stamina affects performance. | They understand how speed affects performance. | They understand how flexibility affects performance. |
| 5 | They explain how strength affects the body during different types of activity | They explain how stamina affects the body during different types of activity | They explain how speed affects the body during different types of activity | They explain how suppleness affects the body during different types of activity |
| 4 | They describe how strength affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how stamina affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how speed affects their bodies, and why regular, safe activity is good for their health and wellbeing. | They describe how flexibility affects their bodies, and why regular, safe activity is good for their health and wellbeing. |

Athletics pilot group – Self assessment

Please tick



5a - I can explain why strength, stamina, speed and flexibility effect the timings and distances of different athletic events.



5b - I can explain how to train strength, stamina, speed and flexibility to improvey fitness for athletics.



5c - I can explain how strength, stamina, speed and flexibility will effect my body when taking part in athletics.



4a - I know how strength, speed, stamina and flexibility will improve the fitness of my body.



4b - I can explain the differences between strength, stamima, speed and flexibility.



4c - I understand why it is important to take part in strength, stamina, speed and flexibility activities for my health and well being



Making that judgement – 4a

| | Developing skill in physical activity | | | | | Making and applying decisions | | | | | Developing physical and mental capacity | | | | | Evaluating and improving | | | Making informed choices about healthy active lifestyles | | |
|---|---|--|--|--|--|--|---|---|---|---|---|--|--|---|---|---|--|--|---|---|--|
| | Refine and adapt skills into techniques | Develop the range of skills they use | Develop the precision of their skills. | Develop the control of their skills. | Develop the fluency of their skills. | Select and use tactics, strategies and compositional ideas effectively in different, creative, competitive and challenge-type contexts | Refine and adapt ideas and plans in response to changing circumstances | Plan and implement what needs to be more effective in performance | Recognise hazards and make decisions about how to control any risks to themselves and others. | Develop their physical strength to cope with the demands of different activities | Develop their physical stamina to cope with the demands of different activities | Develop their physical flexibility to cope with the demands of different activities | Develop their physical fitness to cope with the demands of different activities | Develop their mental determination to succeed. | Analyse performance, identifying strengths and weaknesses | Make decisions about what to do to improve their performance and the performance of others | Act on these decisions in future performances | Be clear about what they want to achieve in their own work and what they have actually achieved. | Identify the types of activity they are best suited to | Identify the types of role they would like to take on | Make choices about their involvement in healthy physical activity. |
| 7 | Pupils select and combine advanced skills, techniques and ideas. | Adapting skills, techniques and ideas accurately and appropriately to meet the demands of increasingly complex situations. | They consistently show precision and originality by adapting skills and techniques to allow consistency. | They consistently show control and originality by using creativity to overcome problems. | They consistently show fluency and originality by adapting skills to allow smoothness. | They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work. | They modify strategies, tactics and compositional ideas in response to changing circumstances and other performers. | They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. | They explain the principles of the principles and training, and apply them effectively. | They can explain static and dynamic strength and how to develop it through regular planned physical activity. | They can explain the difference between cardio-vascular fitness and muscular endurance and how to develop it through regular planned physical activity. | They can explain flexibility and the benefits of regular, safe and planned physical activity. | They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing. | They can explain their analysis of strengths and weaknesses, what needs to be improved and how it is performed. | They plan ways to improve their own and others' performance. | They act on decisions in order to bring about the improvements. | They can explain what needs to be improved and how it is performed. | They carry out their own physical activity programme based on their choices and preferences of activities and roles within activities. | They take on different roles when an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities. | | |
| 6 | Pupils select and combine skills, techniques and ideas in a widening range of familiar and unfamiliar physical activities and contexts. | Perform in familiar and unfamiliar activities with consistent precision. | Perform in familiar and unfamiliar activities with consistent control. | Perform in familiar and unfamiliar activities with consistent fluency. | They entertain audiences. | They use imaginative ways to solve problems and overcome challenges. | When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances. | They explain how different types of exercise contribute to their fitness and health. | They understand how strength affects performance. | They understand how stamina affects performance. | They understand how speed affects performance. | They understand how flexibility affects performance. | When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently. | When planning use what they know about their own and others' strengths and weaknesses. | They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on composition and other aspects of performance. | They suggest ways to improve. | They describe their involvement in regular, safe physical activity. | They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. | | | |
| 5 | Pupils select and combine skills, techniques and ideas. | Apply skills and techniques accurately and appropriately in different physical activities. | They consistently show precision through care and accuracy of movements. | They consistently show control through command of their coordination and balance. | They consistently show fluency through ease and confidence of movement. | They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. | They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. | They plan, organise and lead practices and activities safely. | They explain how strength affects the body during different types of activity. | They explain how stamina affects the body during different types of activity. | They explain how speed affects the body during different types of activity. | They explain how flexibility affects the body during different types of activity. | Talk part in all tasks in lessons and set targets from key criteria to improve. | Understand how skills and techniques are applied in their own and others' work. | They hearing others to improve their performance. | | Understand why physical activity is an essential component of a healthy lifestyle. | | | | |
| 4 | Pupils link skills, techniques and ideas. | Apply skills and techniques accurately and appropriately. | When performing they show care with their movements. | When performing they show self-control with their movements. | When performing they show smoothness. | They show that they understand tactics and composition. | They compare and comment on skills, techniques and ideas used in their own and others' work. | They use understanding of skills, techniques and ideas to improve their performance. | They explain basic safety principles when preparing for exercise. | They describe how strength affects their bodies and why regular safe activity is good for their health and wellbeing. | They describe how stamina affects their bodies and why regular safe activity is good for their health and wellbeing. | They describe how speed affects their bodies and why regular safe activity is good for their health and wellbeing. | They describe how flexibility affects their bodies and why regular safe activity is good for their health and wellbeing. | Talk part in tasks in lessons. | Can complete peer assessment identifying strengths and weaknesses. | They work with others to plan and lead simple practices and activities for themselves and others. | Can explain why regular safe activity is good for their health and wellbeing. | Can explain why regular safe activity is good for their health and wellbeing. | | | |