



Academic Achievement: Rating Descriptors

Subject: PE

Year: 8

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will...

<p>1 Above the expected standard</p>	<p>know...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - the majority of skills needed for each activity in the knowledge organiser. - how to select appropriate skills specific to most activities. - how to adapt most skills to best suit the situation. - how to communicate some reasons for success, or failure when completing an isolated skill, or a skill in a competitive game. <p>Physical Attributes</p> <ul style="list-style-type: none"> - how to evaluate their own and others performance accurately. - how to describe the different effects of exercise on the body with some detail. - their own level of physical fitness and how to make some improvements. <p>Decision Making</p> <ul style="list-style-type: none"> - about most of the rules/regulations of the activity and can consistently promote their use in lessons. - the appropriate skills for various situations on most occasions. - strategies and tactics that support success in an activity. 	<p>can...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - perform a range of skills from the knowledge organiser with consistency in isolation and when under pressure. - perform advanced skills effectively with consistency and with accuracy. - can plan and help to lead a fitness session. - can sometimes coach/lead a small group of students. <p>Physical Attributes</p> <ul style="list-style-type: none"> - show quality and control in practice situations and when under pressure from an opponent. - perform showing good control and quality regardless of circumstance. - demonstrate good physical fitness during performance. <p>Decision Making</p> <ul style="list-style-type: none"> - select and combine skills in a competitive activity producing a good performance. - mostly respond with some effectiveness in a game situation to outwit an opponent. - can often apply some strategy, tactics and ideas about the subject to good effect.
<p>2 Meeting the expected standard</p>	<p>know...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - in some detail the skills needed for each activity in the knowledge organiser. - how to select appropriate skills specific to some activities. - how to adapt some skills to best suit the situation. <p>Physical Attributes</p> <ul style="list-style-type: none"> - how to evaluate their own performance. - how to describe some effects of exercise on the body. - their own level of physical fitness but struggle with how they make improvements consistently. <p>Decision Making</p> <ul style="list-style-type: none"> - about some of the rules/regulations of the activity and sometimes promote their use in lessons. - the appropriate skills for some situations. - some strategies and tactics that could support success in an activity. - safety requirements involved in a few activities. 	<p>can...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - perform some of the skills from the knowledge organiser with some consistency in isolation and when under pressure. - perform some less advanced skills effectively with consistency and with some accuracy. <p>Physical Attributes</p> <ul style="list-style-type: none"> - sometimes show quality and control in practice situations, but less so when under pressure from an opponent. - perform showing some control and quality in limited situations. - demonstrate some physical fitness during performance. <p>Decision Making</p> <ul style="list-style-type: none"> - select and combine some skills in a competitive activity. - mostly respond with some effectiveness in a game situation to outwit an opponent. - can sometimes apply strategy, tactics and ideas about the subject.
<p>3 Working towards the expected standard</p>	<p>know...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - in some detail the skills needed for each activity in the knowledge organiser. - how to select some appropriate skills specific to a few activities. - how to adapt few skills to best suit the situation, with some success. - a few reasons for success, or failure when completing an isolated skill. <p>Physical Attributes</p> <ul style="list-style-type: none"> - how to evaluate a few aspects of their own performance. - how to describe a few effects of exercise on the body. - basic statements on their own level of physical fitness. <p>Decision Making</p> <ul style="list-style-type: none"> - about a few of the rules/regulations of the activity and occasionally refer to these in lessons. - the appropriate skills for a few situations. - some strategies that could support success in an activity. 	<p>can...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - perform a few of the skills from the knowledge organiser with consistency in isolation. - perform a few advanced skills effectively with consistency or accuracy. - can follow some elements of a fitness session, but finds it difficult to plan, articulate or lead a part of it. <p>Physical Attributes</p> <ul style="list-style-type: none"> - sometimes show quality and control in practice situations, but cannot when under pressure from an opponent. - perform showing limited control and quality and only under specific circumstances. - demonstrate limited physical fitness during performance. <p>Decision Making</p> <ul style="list-style-type: none"> - select and combine a few skills in a competitive activity. - occasionally respond with some effectiveness in a game situation to outwit an opponent. - can apply some strategy in activities, usually inconsistently.

<p>4 Below the expected standard</p>	<p>know...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - in limited detail the skills needed for each activity in the knowledge organiser. - how to select a limited number of appropriate skills specific to very few activities. - how to adapt few skills to best suit the situation, with limited success. - a limited number of reasons for success, or failure when completing an isolated skill. <p>Physical Attributes</p> <ul style="list-style-type: none"> - how to evaluate their very limited aspects of their own performance. - how to describe very few effects of exercise on the body. - basic statements on their own level of physical fitness but cannot articulate how they make improvements. <p>Decision Making</p> <ul style="list-style-type: none"> - about very few of the rules/regulations of the activity and find it difficult to promote their use in lessons. - the appropriate skills for very few situations. - limited strategies that could support success in an activity. 	<p>can...</p> <p>Range and Quality of skills</p> <ul style="list-style-type: none"> - perform very few of the skills from the knowledge organiser with consistency in isolation. - perform very few advanced skills effectively with consistency or accuracy. - can follow some elements of a fitness session, but finds it difficult to plan, articulate or lead a part of it. <p>Physical Attributes</p> <ul style="list-style-type: none"> - shows limited quality and control in practice situations. - perform showing very limited control and quality and only under specific circumstances. - demonstrate very limited physical fitness during performance. <p>Decision Making</p> <ul style="list-style-type: none"> - select and combine very few skills in a competitive activity. - mostly respond with limited effectiveness in a game situation to outwit an opponent. - can apply limited strategy in activities.
---	--	--