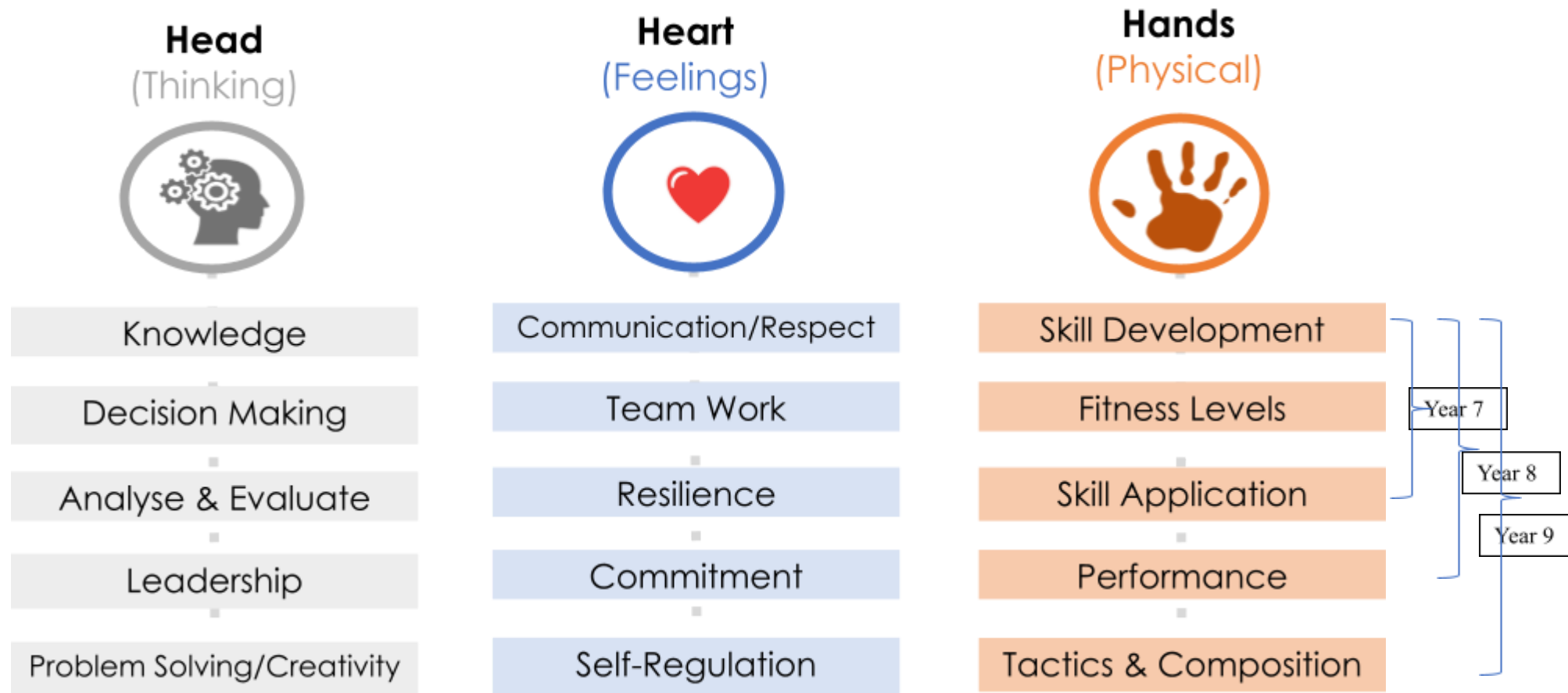


Head, Heart, Hands- KS3 PE Assessment

The intention of our PE curriculum is to teach our students the positive impacts being active has on their social, mental and physical wellbeing. It is our belief that each student has the capacity to develop and improve their own performance in all aspects of sport, however often softer skills can be overlooked. With this in mind students will be given the opportunity and support and to develop ALL of the aspects required to be a successful athlete but also a well-rounded citizen with the skills to adapt to a range of situations using transferable skills. This assessment model enables us to drive the idea that in PE we are developing holistic learners.



<u>Head</u> 	Knowledge and application of rules in different physical activities
	Decision making to overcome challenges in a range of different activities.
	Creativity when performing in a range of physical activities
	Ability to evaluate performances from themselves or others
	Leadership and communication skills in physical activities
<u>Heart</u> 	Respect to all.
	Collaboration and communication within a team.
	Resilience and determination to overcome challenging situations.
	Effort and engagement in physical activities.
	Confidence to perform well individually or as part of a team.
<u>Hands</u> 	Skills and techniques required to perform well in a range of physical activities
	Physical fitness to meet the demands of activities undertaken
	Ability to overcome opponents during competitive physical activities in a range of challenging situations.
	Tactics required to outwit opponents in team and individual activities
	Ability to problem solve in challenging situations

Formative assessment will take place in all core PE lessons through teacher verbal feedback. Students may engage in low stakes questions throughout the lesson and often these will be linked to elements from the Head, Heart and Hands criteria. Students will have the opportunity to engage in peer and self-assessment tasks.

Where appropriate, staff should seek to use higher order questioning to develop a deeper understanding and demonstration of knowledge. – Staff may wish to refer to blooms taxonomy for further support on questioning.

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Autumn 1	Knowledge/Team work/Physical Ability	Decision making/Team work/Physical Ability	Analyse and Evaluate/Team Work/Physical Ability
Autumn 2	Knowledge/Communication/Physical Ability	Decision making/Communication/Physical Ability	Analyse and Evaluate/Communication/Physical Ability
Winter 1	Knowledge and Creativity/Resilience/Physical Ability	Decision making/Resilience/Physical Ability	Leadership/Resilience/Physical Ability
Winter 2	Knowledge/Commitment/Physical Ability	Decision making/Creativity/Commitment/Physical Ability	Leadership and Creativity/Commitment/Physical Ability
Summer 1	Knowledge and Creativity/Self-regulation/Physical Ability	Decision making/evaluate/Self-regulation/Physical Ability	Leadership/Analyse and Evaluate/Self-regulation/Physical Ability
Summer 2	Knowledge and Problem solving/All Heart components/Physical Ability	Decision making/analyse and evaluate/All Heart Components/Physical Ability	Leadership/Analyse and Evaluate/Problem Solving/All Heart Components/Physical Ability

****Problem Solving and Creativity to be considered throughout.**

How does this currently fit with Edward Peake Assessment model of ages related expectations?

<u>Emerging</u>	<u>Developing</u>	<u>Securing</u>	<u>Mastering</u>
Working Towards	Working Towards	Working at	Working above

A line of best fit approach for each section works best- physical ability has a slightly greater weighting if you are unsure of which bracket to place a student in.

Year 7 PE assessment criteria- How to perform a skill.

Head = Knowledge of skills & rules

Heart – Feelings

Hands = Performance of skills

	Emerging	Developing	Securing	Mastering
	- I can recognise the basic rules of the sport/activity. - I can recall the basic teaching points of the main skills used within the sport/activity. - I can record my heart rate and can recognise some short-term effects of exercise on the body.	- I can describe some of the basic rules within the sport/activity. - I can describe the teaching points of the key skills used within the sport/activity with some accuracy. - I understand changes to heart rate when I exercise and can recognise some short-term effects of exercise on the body.	- I am able to describe most rules within the sport/activity, and often demonstrate understanding during performances. - I can describe the teaching points of the key skills used within the sport/activity. - I can explain why a warm up is important and can recognise most short-term effects of exercise on the body.	- I am able to describe all rules within the sport/activity, and demonstrate this consistently during performances. - I can describe the teaching points of a range of skills used within the sport/activity to be successful. - I can explain why a warm up is important and can recall a range of short-term effects of exercise on the body.
	- I can recall what resilience is - I try to embrace challenges, by showing resilience occasionally. - I recognise how resilience helps overcome setbacks during physical activity.	- I can describe what resilience is and why it is important during physical activity. - I am sometimes able to show resilience when faced with challenging tasks. - I strive to overcome setbacks during physical activity with the support of others.	- I often demonstrate resilience to overcome adversity and try to improve on individual performance. - I am hardworking and often accept challenging tasks. - I am able to motivate others to achieve success during physical activity.	- I consistently demonstrate resilience to overcome adversity and individual areas for development. - I am consistently hardworking and eagerly accept challenges. - I am able to lead others showcasing resilience and ensure others are motivated to achieve success.
	- I can demonstrate the main skills needed for this activity with little precision and control. - I find maintaining levels of technical performance for the duration of sustained physical activity challenging - I can identify some changes in situations with support and can select appropriate skills in isolated practices.	- I can demonstrate a range of skills needed for this activity with some precision and control. - I am able to maintain my level of technical performance for the duration of physical activity with many errors. - I can identify changes in situations with support and can sometimes select	- I often demonstrate a range of skills needed for this activity with precision, control and fluency. - I am able to maintain high levels of technical performance for the duration of sustained physical activity with few errors. - I can recognise when situations change using prompts and often select appropriate skills in competitive scenarios.	- I consistently demonstrate a wide range of skills with a high level of precision, control and fluency. - I am able to maintain high levels of technical performance for the duration of sustained physical activity. - I can recognise when situations change independently and can consistently select

		appropriate skills in conditioned practices		appropriate skills in competitive scenarios.
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****Heart Strand key word will change dependent on the feeling focus of the term.**

Team work	Resilience	Communication	Commitment	Self-Regulation
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Year 8 PE assessment criteria – Focus Decision making.

Head = Knowledge of tactics & strategy

Heart – Feelings

Hands = Performance of tactics & decision making

	Emerging	Developing	Securing	Mastering
	- I can recall a basic tactic or strategy used within the sport/activity. - I can recall how a tactic/strategy is used to outwit an opponent. - I can list some components of fitness used in this activity. I can recall the names of some of the main muscles.	- I can describe some of the tactics/strategies used within the sport/activity. - I can recognise when tactics/strategies are used to outwit opponents. - I can describe some components of fitness used in this activity. I can recall some of the main muscle names.	- I can describe most of the tactics/strategies used within the sport/activity. - I can describe how tactics/strategies can be used to outwit opponents. - I can describe most components of fitness and how they link to sports activities/movements. I can recall the main muscle names and their location on the body.	- I can describe a range of tactics/strategies used within the sport/activity. - I can describe how tactics/strategies can be used to outwit opponents and influence performance. - I can describe a range of components of fitness and how they link to this activity. I can recall the main muscles used in this activity and their locations on the body.
	- I demonstrate respect to the environment, equipment, and peers; however, I rarely remain positive when receiving constructive feedback. - I show respect to my teacher and instructions they are giving me to help me improve, however I do not seek out challenges. - I rarely demonstrate Edward Peake School values of safe, caring, learning.	- I demonstrate respect to the environment, equipment, and peers, I remain positive when receiving constructive feedback, some of the time. - I show respect to my teacher and instructions they are giving me to help me improve. I embrace some of the challenges I am faced with. - I demonstrate Edward Peake School value of safe caring, learning some of the time.	- I demonstrate respect to the environment, equipment, and peers, I remain positive when receiving constructive feedback, most of the time. - I show respect to my teacher and instructions they are giving me to help me improve. I embrace most of the challenges I am faced with. - I demonstrate Edward Peake School values of safe, caring, learning most of the time.	- I consistently demonstrate respect to the environment, equipment, and peers, during this activity and remain positive when receiving constructive feedback. - I consistently show respect to my teacher and embrace the challenges and instructions they are giving me to help me improve. - I consistently demonstrate Edward Peake School values of safe, caring, learning.

	• I have limited success in demonstrating the correct tactics/strategies to outwit opponents. • I rarely demonstrate when to apply tactics/strategies in to performance. • I have limited success in demonstrating the basic components of fitness needed within this sport/activity to be successful. • I have limited success when making quick decisions that can impact a game.	• I can sometimes demonstrate the correct tactics/strategies to outwit opponents. • I can sometimes demonstrate when to apply tactics/strategies in to performance. • I can sometimes demonstrate the basic components of fitness needed within this sport/activity to be successful. • I can sometimes make quick/correct decisions that can impact a game.	• I can often demonstrate the correct tactics/strategies to outwit opponents. • I can often demonstrate when to apply tactics/strategies in performance. • I can demonstrate the basic components of fitness needed within this sport/activity to be successful. • I can often make the correct decisions in a quick and effective way having a positive impact on my performance.	• I can consistently demonstrate the correct tactics/strategies to outwit opponents. • I can consistently demonstrate when to apply tactics/strategies to impact a performance. • I can demonstrate a range of components of fitness needed within this sport/activity to be successful. • I can consistently make the correct decisions that a have positive impact on my performance and also the performance of others within a game.
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**Heart Strand key word will change dependent on the feeling focus of the term.

Team work	Resilience	Communication	Commitment	Self-Regulation
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Year 9 PE assessment criteria. Leadership Skills

Head = Knowledge of performance analysis

Heart – Feelings

Hands = Improve performance using self & peer assessment

	Emerging	Developing	Securing	Mastering
A01 	- I can give feedback to a partner. - I can identify a strength and weakness from my own performance. - I can recall a method of training which is relevant to this activity. - I rarely am able to take a leadership role within my lesson.	- I can give accurate feedback some of the time to peers. - I can describe some of my strengths and weaknesses for this activity. - I can describe some of the methods of training and how they link to this activity. - I am able some of the time to take a leadership role within my lesson.	- I can observe a peer, or group of pupils and give accurate feedback, most of the time. - I can describe most of my strengths and weaknesses and know what is required to improve in this activity. - I can describe most methods of training and how they link to this activity. - I am able to most of the time to take on a leadership role within my lesson with some confidence.	- I can observe a peer, or group of pupils, and give accurate feedback. - I can accurately assess my own strengths and weaknesses and know what is required to improve in this activity. - I can describe a range of methods of training and how they link to this activity. - I am able to confidently take on a leadership role within the lesson.
A02 	- I demonstrate respect to the environment, equipment, and peers, however I rarely remain positive when receiving constructive feedback. - I show respect to my teacher and instructions they are giving me to help me improve, however I do not seek out challenges. - I rarely demonstrate Edward Peake School values of safe, caring, learning.	- I demonstrate respect to the environment, equipment, and peers, I remain positive when receiving constructive feedback, some of the time. - I show respect to my teacher and instructions they are giving me to help me improve. I embrace some of the challenges I am faced with. - I demonstrate Edward Peake School values of safe, caring, learning.	- I demonstrate respect to the environment, equipment, and peers, I remain positive when receiving constructive feedback, most of the time. - I show respect to my teacher and instructions they are giving me to help me improve. I embrace most of the challenges I am faced with. - I demonstrate Edward Peake School values of safe, caring, learning.	- I consistently demonstrate respect to the environment, equipment, and peers, during this activity and remain positive when receiving constructive feedback. - I consistently show respect to my teacher and embrace the challenges and instructions they are giving me to help me improve. - I consistently demonstrate Edward Peake School values of safe, caring, learning.
A03 	- I rarely improve performance based on the feedback I have received from another person. - I rarely improve performance based on my own self-assessment.	Sometimes I am able to improve my performance based on the feedback I have received from another person. Sometimes I am able to improve performance based on my own self-assessment.	- I am often able to improve my performance based on the feedback I have received from another person. - I am often able to improve performance based on my own self-assessment.	- I am able to improve my performance in this activity based on the feedback I have received from another person. - I am able to use self-assessment to improve

	I have limited success in demonstrating the methods of training relevant to be successful.	Sometimes I am able to demonstrate methods of training within this activity to be successful.	I often demonstrate a range of methods of training within this activity to be successful.	my performance in this activity. I can demonstrate a range of methods of training within this activity to be successful.
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**Heart Strand key word will change dependent on the feeling focus of the term.

Team work	Resilience	Communication	Commitment	Self-Regulation
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