

## KS3 Progression Grid - Student Version

	<b>Teacher Assessment – Concepts &amp; ATL</b>		<b>Teacher Assessment - Practical</b>
NC requirements →	Demonstrate an understanding of concepts Apply concepts to varying sporting and life situations Demonstrate an improving Attitude to Learning within PE		Apply techniques across different sports & physical activities Develop expert technique to improve performance Use a range of tactics & strategies to overcome opponents Analyse & improve performances through applying the principles of effective performance
	<b>Concepts</b>	<b>ATL</b>	
<b>Beginning</b>	<ul style="list-style-type: none"> <li>Can retain <u>some</u> information on the current concept but struggle to <u>fully</u> understand them.</li> <li>Can <u>struggle</u> to connect the current concept to the activities, other concepts and past my experiences</li> </ul>	<ul style="list-style-type: none"> <li>Knows being active is important to health</li> <li>Prefers to work with people they know and relies heavily on support and guidance.</li> <li>Knows few rules.</li> <li>Often forgets kit</li> <li>Goes off task easily</li> <li>Doesn't take on any additional roles in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Can link basic movement skills to make movements, actions and sequences however these are performed hesitantly and lack control.</li> <li>Understands simple strategies such as man on man marking or being on the attack but cannot carry out effectively</li> <li>Can follow basic principles of performance and make comments based on outcome – good or bad, right or wrong.</li> <li>Needs cues (such as key words) to give feedback.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Can retain and recall <u>some</u> information on the current and previous concepts and <u>mostly</u> understand them.</li> <li>Can <u>sometimes</u> connect the current concept to the activities, other concepts and my past experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Prefers being teacher led.</li> <li>Is aware of rules &amp; mostly adheres to them.</li> <li>Always bring kit (even when they are unable to take part physically).</li> <li>Needs support from peers/teacher</li> <li>Is positive when helping others/teacher</li> </ul>	<ul style="list-style-type: none"> <li>Has a broader range of skills (running, jumping, throwing &amp; catching). Can apply to specific sport. Performance can be hesitant.</li> <li>Can apply simple, directed, tactics &amp; strategies in modified practices with support (such as performing a centre pass that has been demonstrated or drawn on a whiteboard and explained</li> <li>Can identify strengths and weaknesses and starts to include key words in feedback.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>Can provide <u>definitions and examples</u> of the concepts and elaborate on others' basic answers.</li> <li><u>Can</u> connect concepts between lessons and <u>transfer</u> these concepts to other aspects of my life.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys keeping active &amp; fit (possibly takes part in some extra/ co-curricular)</li> <li>Is fair in competition and can apply a number of key rules</li> <li>Brings kit and actively participates.</li> <li>Perseveres with challenges/tasks but seeks/accepts advice</li> <li>Can collaborate with members of a team but does not lead</li> </ul>	<ul style="list-style-type: none"> <li>Has a broader range of specific skills that are used more consistently and are clearly linked to a particular activity, but performance can break down under pressure.</li> <li>Can apply attack &amp; defence tactics/ strategies appropriate to the skill in modified practices/ games.</li> <li>Will sometimes need a prompt from peers/ teacher when using multiple tactics or applying to different game situations.</li> <li>Recognises how to win/perform well.</li> <li>Uses a selection of skills and tactics from small range and can compare performance using key words</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>Demonstrates a <u>good understanding</u> of the concepts, as well as elaborate on others' answers.</li> <li>Demonstrates a <u>good</u> understanding of how concepts connect to physical activity highlighting <u>links</u> between each concept and <u>transferring</u> to other aspects of my life.</li> </ul>	<ul style="list-style-type: none"> <li>Happy to work with any peer.</li> <li>Displays knowledge of multiple rules.</li> <li>Brings kit and demonstrates a consistent and sustained effort in lessons.</li> <li>Gracious in defeat as well as victory. Stays focused on a task &amp; enjoys learning.</li> <li>Potential to lead/captain. Knows when to listen/talk.</li> </ul>	<ul style="list-style-type: none"> <li>Performs a good range of skills with consistency and control. Performance sometimes breaks down under increased pressure and changing circumstances.</li> <li>Actively makes tactical decisions which have more influence in applied situations.</li> <li>Knows how to win and responds with appropriate principles e.g. pacing/sprint finish in athletic and begins to recognise strengths and weaknesses in performer's tactics &amp; strategies.</li> <li>Uses key words &amp; movement language in this feedback.</li> </ul>
<b>Exceptional/Beyond</b>	<ul style="list-style-type: none"> <li>Demonstrates an <u>in-depth knowledge</u> on the concepts and can make educated assumptions based on current knowledge when questioned</li> <li>Demonstrates an <u>in depth</u> understanding of how physical activity connects to a variety of concepts; highlight <u>links</u> between each concept and <u>transfer</u> this to my own experiences to familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Very active in lessons. Regularly pushes themselves to increase intensity.</li> <li>Demonstrates how to act/ behave in different sports/situations. Rarely commits fouls and fully understands rules</li> <li>Leads effectively &amp; has a positive effect on others</li> <li>Enjoys a challenge and tries again in the face of failure.</li> </ul>	<ul style="list-style-type: none"> <li>Performs &amp; links complex skills/ techniques across a range of activities &amp; situations (with a reliance on less complex skills).</li> <li>Performs a wide range of skills, refinement, precision, control &amp; fluency. Plays pivotal role in performance.</li> <li>Decisions focus on taking advantage of opponent strengths and weaknesses and is supported by consistent performance of skill.</li> <li>Imaginative use of principles to solve problems and overcome challenges.</li> <li>Evaluation refers to: cause – effect – consequence. Uses key words &amp; movement language in feedback with confidence. Feedback is comprehensive</li> </ul>