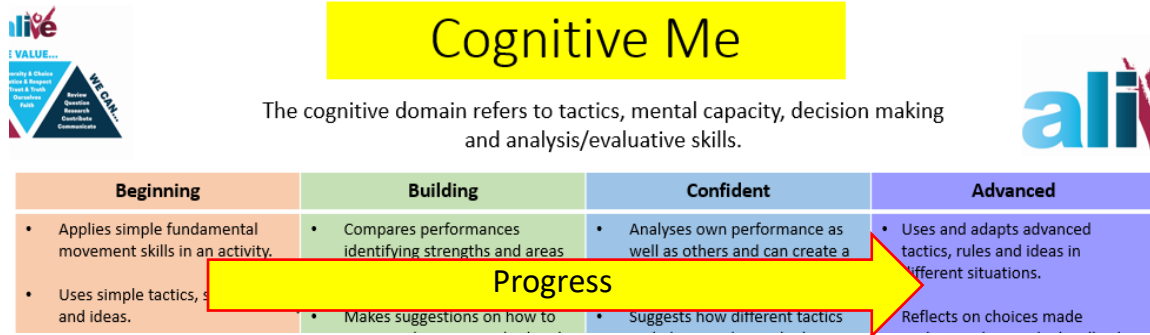


Assessment in core PE at SMRT



Assessment in PE takes place across our four domains of Cognitive Me, Healthy Me, Social Me and Physical Me. Each of these are broken down into different criteria. Beginning (Year7), Building (Year 8), Confident (year 9) and Advanced (exceeding expectations). As students' progress through KS3 they should progress through each level, as shown by the arrow below.



A student will be given their current working grade based on how they are performing across all four domains, not simply their physical ability. The table on the right will be used by class teachers to determine a student's current working grade. To improve, students need to evidence their ability to meet the various criteria.

The criteria for all levels and domains are shown in the next slide.

Assessment level:	Criteria:
Developing -	Only meeting SOME criteria for the stage below expected.
Developing	Meeting ALL criteria for the stage below expected.
Developing +	Meeting all criteria for stage below expected and SOME at the expected level in SOME domains.
Secure -	Students are only meeting some of the criteria for their expected level across ALL domains.
Secure	Student is meeting MOST of the criteria across all 4 domains for their expected level.
Secure +	Students is meeting all of the criteria across all 4 domains for their expected level.
Extending -	Students is meeting all of the criteria across all 4 domains for their expected level with the addition of a few above from SOME domains.
Extending	Students is meeting all of the criteria across all 4 domains for their expected level with the addition of a few above from ALL of the domains.
Extending +	Meeting ALL of the criteria for the level above what we expect of them.

Cognitive Me

The cognitive domain refers to tactics, mental capacity, decision making and analysis/evaluative skills.

Beginning	Building	Confident	Advanced
<ul style="list-style-type: none"> Applies simple fundamental movement skills in an activity. Uses simple tactics, strategies and ideas. Outlines what is good and what needs improving in a performance. Organises equipment and communicates instructions to others. Takes risks and learns from mistakes. Follows simple rules/instructions in physical activity. 	<ul style="list-style-type: none"> Compares performances identifying strengths and areas for improvement. Makes suggestions on how to improve their own and others' performances. Confidently leads small group activities. Makes informed choices about engaging in physical activity. Suggests ways of making an activity more challenging. Makes connections between different ideas and concepts. 	<ul style="list-style-type: none"> Analyses own performance as well as others and can create a plan to improve. Suggests how different tactics and ideas can be applied in different activities. Demonstrates levels of imagination and creativity in performances. Suggests alternative ways to solve problems. Reflects and acts on feedback. Compares performances against previous ones and demonstrates improvements. 	<ul style="list-style-type: none"> Uses and adapts advanced tactics, rules and ideas in different situations. Reflects on choices made outlining what worked well, what could have been better and why. Demonstrates effective decision making, particularly in pressurised situations. Plans how to make an activity harder to provide challenge. Sets clear goals and SMART targets and can evaluate progress towards them.

Social Me

The social domain refers to communication, teamwork, behaviour and leadership.

Beginning	Building	Confident	Advanced
<ul style="list-style-type: none"> Works cooperatively with others during lessons. Communicates what is good about a performance to others. Can follow simple rules in an activity. Demonstrates a positive attitude to learning. Listens to and follows instructions from others. 	<ul style="list-style-type: none"> Communicates and works collaboratively with others consistently. Confidently leads a small group warm up or activity. Assists with officiating in lessons. Engages with all activities even when challenging. Demonstrates fair play, justice and respect and supports other students in the class. Demonstrates self-control and responsibility. 	<ul style="list-style-type: none"> Volunteers to take on leadership roles and responsibilities. Needs little support when organising or officiating, is secure in the rules and expectations for a range of activities. Provides constructive feedback with the 'what went well' and 'even better if' structure. Self-regulates emotions and encourages others to do the same in challenging situations. Supports others in their learning and recognises neurodiversity. Demonstrates high regard for rules and etiquette in competitive games and situations. 	<ul style="list-style-type: none"> Consistently works independently and interdependently without the need for teacher's continual input. Takes the initiative to lead in situations that is appropriate without necessarily being designated as so. Actively motivates and encourages others as well as consistently demonstrating them themselves.

Physical Me

The physical domain refers to the physical literacy and development of fundamental movements of the body.

Beginning	Building	Confident	Advanced
<ul style="list-style-type: none"> Uses fundamental simple skills such as throwing, catching, running with some control and success. Demonstrates a skill/movement when assisted or through instruction. Performs simple skills in isolation with some control and accuracy. 	<ul style="list-style-type: none"> Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. Chooses, links and combines skills with control and coordination. Applies fundamental movement skills with some success across a range of different activities. Applies simple tactics to activities and games. 	<ul style="list-style-type: none"> Performs more complex skills with control, accuracy and fluency. Understands the concept of ACEFACE in demonstrating a skilful performance. Changes tactics, strategies and skills to suit changing competitive situations. Able to choose, link and combine skills and techniques in different situations. Demonstrates accurate and fluent skills and techniques. 	<ul style="list-style-type: none"> Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination. Changes skills to suit different situations having a highly influential effect in competitive situations. Accesses a range of extra-curricular/community opportunities to extend and develop skills and techniques.

Healthy Me

The healthy domain refers to the choosing of healthy behaviours and attitudes which contributes to the development of a healthy, active lifestyle.

Beginning	Building	Confident	Advanced
<ul style="list-style-type: none"> Completes short periods of exercise and can sustain effort in an activity for a short time without stopping. Describes the effects of exercise on the body and can explain why warm-ups are important. Can perform warm up independently as well as part of a group. 	<ul style="list-style-type: none"> Can remain active for longer periods of time. Understands why it is important to exercise regularly. Identifies a range of components of fitness needed to be successful and can demonstrate development in at least 2. 	<ul style="list-style-type: none"> Understands and demonstrates the short- and long-term effects of exercise and how they contribute to a health, active lifestyle. Shows an understanding of how to improve health and fitness. Explains the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it. Promotes active, healthy lifestyle habits. 	<ul style="list-style-type: none"> Makes appropriate decisions and chooses to attend community clubs in own time. Demonstrates resilience and physical fitness by remaining active for sustained periods of time promoting health and fitness. Understands and uses the principles of training to improve fitness.