

# Physical Education KS3

## How do we assess at KS3?

**Year 7 Baseline Assessment:** When students arrive in year 7 a baseline assessment will be undertaken in order to make an accurate assessment on each individual student's current level of ability in PE.

**Each year 7 class will undertake the following modes of baseline assessment.** This will aim to assess student's current level of cardiovascular fitness. Students will be required to run over the school's cross-country course. Students will complete a series of three stations (Speed bounce -power; Gym Sequence- Flexibility and aesthetics; Alternate Hand Wall Toss Test -hand-eye co-ordination).

## What happens next?

Following an initial assessment students will be given a grade (S7-9). A "SAIL" Model (right) has been created to allow students to monitor their progress from KS3-KS4.

PERFORMANCE		COACHING	
KEY PROCESS A	KEY PROCESS B	KEY PROCESS C	KEY PROCESS D
<b>Skills &amp; Techniques</b> I can demonstrate the ability to combine highly advanced skills and techniques leading to exceptionally competent performance of individual and group skills or ideas	<b>Application &amp; Tactics</b> I can employ highly effectively, an extensive range of advanced skills in the activity situation and can demonstrate, as applicable, exceptional levels of anticipation, tactical awareness, selection of appropriate skills and creativity.	<b>Improving &amp; Evaluating</b> I can evaluate critically by applying a range of relevant criteria to judge performance. I can select the most important aspects of a performance to be improved with ease, and decide how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model	<b>Leadership</b> I can demonstrate with emerging and excellent communication skills (verbal, non-verbal and appropriate) which are clearly understood. I can facilitate/ lead a level of teaching & learn. I can adapt to changing situations. I can evaluate the outcome of the session and plan for improvement. I can communicate clearly and demonstrate a range of ways of communicating. I understand and use most technical terms. I can plan and lead larger groups in a safe and productive environment demonstrating improvement in performance in all groups and individuals.
8 I can demonstrate a full range of complex skills with outstanding control, consistency, accuracy, precision, expression, co-ordination and a clear technical proficiency	I can sustain a highly competent performance, showing adaptability and the ability to apply advanced strategies and tactics of competitive play/compositional techniques in increasingly challenging situations.	I can confidently describe, analyse and evaluate in detail my own or others performance demonstrating a clear understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance, using the relevant technical terms.	I can perform all basic skills required for a fluent and effective performance +) and beginning to attempt more complex skills => with very few (if any) technical errors occurring -) consistently showing exceptional control and precision
			I can successfully evaluate the effectiveness of simple strategy and tactics +) confidently (emerging) I apply these tactics in a competitive situation => suggesting ideas to improve -) Identifying reasons "why?" for opinions
			I can analyse the performance of an individual or a team and create a clear plan for improvement -) On my own => With the help of a partner/group -) With structured support from the teacher
			I can organise a small group or team +) Come up with and run a small skilled practice and know how to gain attention => Come up with and run a small skilled practice with a little bit of teacher support -) Come up with and run a small practice with support from the teacher
			I can manage a team with confidence +) organise a team into positions and communicate effectively with team mates on my own => With the help of a partner/group -) With some support from the teacher
			I can evaluate the strengths and areas for development on my own and others work suggesting areas for improvement +) On my own => With the help of a partner/group -) With some support from the teacher
			I can successfully select and combine skills in familiar and unfamiliar situations making sure I stick to the laws/rules/conditions of the activity. I can come up with strategies/tactics and apply them in competition +) showing independence, consistency and creativity => with increasing levels of confidence with a few suggestions from my teacher -) showing the ability to support my friends in this area
			I can perform most basic skills consistently in cooperative & competitive situations +) with excellent accuracy levels and developing fluency => naturally combining skills and techniques with ease -) with excellent levels of control
			I can successfully select and combine skills in familiar and unfamiliar situations making sure I stick to the laws/rules/conditions of the activity. I can come up with strategies/tactics and apply them in competition +) showing independence, consistency and creativity => with increasing levels of confidence with a few suggestions from my teacher -) showing the ability to support my friends in this area

Assessment criteria for each grade is indicated on the model so that students can clearly see what they are doing well and what the next steps are in order for them to progress.

## How is feedback monitored?

A PE assessment record is used for each sport covered over the year. The idea of this is

- To allow students to monitor their progress in a formative way making reference to the SAIL Model to help inform them as to what they have to do to achieve the next grade up in each individual sport.
- To create a dialogue between students and teachers. Within PE the most common form of feedback is through verbal discussions with individual students on a daily basis. Students expressed that they would find formative/ written feedback a valuable way of monitoring their progress.
- Increase the awareness of grades and targets.
- Getting to know the students and their sporting achievements not only in school but outside of school.
- Monitoring student's commitments to extra-curricular clubs and rewarding dedication and commitment.

## What does assessment look like to a student?

Once students have received their baseline score they will set themselves a **target on a termly basis** linking to the teacher feedback, the sports they have covered and are going to cover and also making reference to the assessment criteria. At the end of each term their target will be **reviewed**. This target may be carried on to the next term if they feel that they haven't quite achieved it, they know their knowledge and skill level for the sports they are going to complete next will require the target to stay the same. The students may want to challenge themselves further by making their next target one that is higher up on the assessment criteria.