




Year 7: Assessment statements

Subject: Leadership through Core PE



	 Curriculum strand 1 – Head Key knowledge	 Curriculum strand 2 – Hands Key Skills	 Curriculum strand 3 – Heart Leadership
Mastering (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	<ul style="list-style-type: none"> - Students can justify the advantages of following an active and healthy lifestyle on physical, mental, and social wellbeing. - Students have a working knowledge of the rules of the game allowing them to lead and officiate matches - Students understand basic game tactics and where to apply them in varying situations. - Students understand some of the more advanced skills used in the game and are able to use this knowledge to evaluate a performance of a peer or themselves in order to improve skills, techniques and/or fitness levels. 	<ul style="list-style-type: none"> - Students are able to demonstrate with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities. - Students can apply basic tactics in game situations. - Students can enforce their skills in game situations dependent on the tactics of others. 	<ul style="list-style-type: none"> - Students are able to effectively plan and lead own and others' warm-up and explain (evaluate) chosen exercises and suitability for each sport/activity. - Students identify when rules have been infringed during play and attempt to apply the fairest decision for play to resume. - Students are able to demonstrate good leadership qualities both in lesson and afterschool clubs. - Students display clear communication skills, empathy, and patience. - Students are respected and respectful, and I have developed a positive working relationship with staff and students across the school.
Advancing (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	<ul style="list-style-type: none"> - Students are able to describe the rules of the game. - Students can describe tactics in detail. Students understand in depth the basic skills of the game. - Students can describe how the body adapts and benefits from regular exercise. - Students can take responsibility for leading a small group warm up. - Students can apply their knowledge of skills and techniques and this improves their own and others practical performance. 	<ul style="list-style-type: none"> - Students are able to perform all of the basic skills of the game repeatedly. - Students can adhere to basic game tactics. - Students have some control over game situations. - Students can demonstrate with some accuracy and success skills, techniques, and tactics across a variety of sports in competitive activities. 	<ul style="list-style-type: none"> - Students able to plan and select appropriate exercises for an effective warm-up and lead segments of the warm-up with significant peer/teacher support. - Students understand the rules and regulations of all sports taught and the importance of match officials. - Students are able to demonstrate confidence and apply leadership qualities to lead large group warm-ups. - Students are hardworking, resilient, and eagerly accept challenges. - Students have developed respectful relationships with their peers to allow them to take leadership of their own and others' performances.

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<p>Securing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Students are able to describe some rules of the game but not able to apply them. - Students can describe simple tactics. Students can describe basic skills of the game. - Students can lead an effective self-led warm up. - Students identify most major muscles in the body. - Students can describe and explain some skills and rules in some sports. - Students understand techniques, helping them to analyse and improve their own performance. 	<ul style="list-style-type: none"> - Students are able to perform basic skills in drills, but they may break down in game situations. - Students try to adhere to basic tactics. Students have limited control over game situations. - Students can demonstrate with some accuracy and success, skills, techniques, and tactics across a variety of activities in moderately pressured practices. 	<ul style="list-style-type: none"> - Students identify a variety of skills and behaviours that a leader must possess and demonstrate to be an effective leader. - Students understand the rules and regulations of all sports taught and the importance of match officials. - Students can demonstrate leadership of a small group of peers with some confidence. - Students can demonstrate communication skills within discussions and activities. - Students often demonstrate respect for equipment and others.
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Students are able to understand some of the rules of the game. - Students have little understanding of basic tactics. - Students can describe some of the basic skills of the game. - Students can identify some reasons for needing to complete a warm-up. - Students can identify a benefit for taking part in physical activity. - Students are beginning to understand why we have rules in sport. 	<ul style="list-style-type: none"> - Students are mostly able to perform basic skills in drills. - Students find it difficult to adhere to basic tactics. - Students have no control over game situations. - Students can demonstrate with some accuracy and success, skills, techniques, and tactics across a variety of activities in isolated pressured practices. 	<ul style="list-style-type: none"> - Students understand why a leader is important in sporting situations, for example a sports performer and/or a match official. - Students can recall the qualities that make a good leader. - Students know how to respect equipment and others.