




Year 8: Assessment statements

Subject: Leadership through Core PE



	 Curriculum strand 1 – Head Key knowledge	 Curriculum strand 2 – Hands Key Skills	 Curriculum strand 3 – Heart Leadership
<p>Mastering</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Students have a clear understanding of the key rules of the game. - They know basic tactics and can apply them to different situations confidently. - Students can evaluate and justify different training methods for performers sporting needs. - Students display an excellent understanding and justify how skills and tactics could improve the quality of performance. - Students can lead others in activities and warm ups to enhance students learning. 	<ul style="list-style-type: none"> - Students are able to perform basic and some advanced skills in a game with increasing consistency. - They can apply all basic tactics and some advanced within a game to outwit their opponents, even when the situation is changing. - They have a clear influence on the game. - Students can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities. 	<ul style="list-style-type: none"> - Students are able to effectively plan and lead own and others' warm-up and explain chosen exercises and suitability for each sport/activity. - Referee/umpire with confidence, applying the rules when appropriate and to challenge peers when necessary. - Students identify strengths and areas for improvement. - Students are hardworking and helpful in lessons and at after school clubs. - Students have great leadership qualities and an active leader, in lessons and after school. - Students can be a positive role model, demonstrating commitment; students participate in school and inspire others.
<p>Advancing</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Students have a developing understanding of the rules in a game. - They know basic tactics and can apply them to different situations within a game. - Students have a sound knowledge of the importance of taking part in a warm-up and can apply this during regular physical activity. - Students can explain the benefits to the body and mind of regular participation. - Students can apply their knowledge of rules and tactics of several different sports. - Students can give some feedback to their peers and teams overall performance. 	<ul style="list-style-type: none"> - Students are able to perform basic skills in a game with consistency and precision. - They can apply basic tactics to outwit their opponents and can sometimes adjust them when the situation changes. - They have some control over the game. - Students can demonstrate, with consistent 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. - Students identify when rules have been infringed during play and attempt to apply the fairest decision for play to resume. - Students can confidently lead a group of people, applying a variety of roles: official, coach, teacher, and captain. - Students can demonstrate empathy and respect for their peers and can support and motivate them to improve performance.

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<p style="text-align: center;">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 key rules of the game and can apply them in most situations. - They know different tactics and can describe how they will help to outwit an opponent. - Students understand how the body reacts during exercise. - Students can lead a warm-up to a partner. - Students can identify and describe tactics in some sporting activities. - Students understand techniques, which can help them to improve their own performance. - Students can begin to give feedback to others about their performance. 	<ul style="list-style-type: none"> - Students are able to perform basic skills consistently within a game situation and well in isolation. - They can apply some tactics to outwit their opponents with some success. - They have moments of control within a game situation. - Students can demonstrate, with some accuracy and success, skills, techniques, and tactics across a variety of activities in high pressured practices. 	<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 limited peer/teacher support. - Students understand the rules and regulations of all sports taught and the importance of match officials. - Students can demonstrate confidence and understand effective communication within discussions and activities. - Students give 100% effort to every activity and are often resilient when faced with challenging tasks. - Students consistently demonstrate respect of equipment and others.
<p style="text-align: center;">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 understand the most basic rules and can sometimes apply these to a game. - They are aware of tactics and can describe some of them. - Students can recall some muscles in a warm-up. - Students can identify some reasons as to why they need to complete a warm-up. - Students know and can describe some skills and rules in some sports. - Students are beginning to have some understanding of techniques. 	<ul style="list-style-type: none"> - Students are able to perform basic skills consistently in isolation and with increasing control in a game. - They can apply some tactics to outwit their opponents with some success. - Students can demonstrate, with some accuracy and success, basic skills, techniques, and tactics in passive practices. 	<ul style="list-style-type: none"> - Students able to select appropriate exercises for an effective warm-up and lead segments of the warm-up with limited peer/teacher support. - Students understand the rules and regulations of all sports taught and the importance of match officials. - Students can lead their own warm up but lack confidence to lead others. - Student sometimes demonstrate resilience and effort. - Students sometimes demonstrate respect for equipment and others.