

	PRACTICAL PERFORMANCE	ANALYSIS OF PERFORMANCE	KNOWLEDGE & UNDERSTANDING	MINDSET
MASTER	Students show the ability to outwit opponents using creative movement. Students very rarely make unforced errors during competition/ games and use an excellent range of skills and techniques. They can apply speed, accuracy, control and timing.	Students will observe and analyse performance making use of a variety of recognised techniques (Video/Peer Assessment/ Observation checklist). They link detailed analysis of all aspects of performance into comprehensive feedback. They are able to coach their peers through the correct technique identifying where they are going wrong and how to prevent it.	Students demonstrate an extensive understanding of the rules and/or regulations and how they are applied within competition. They show an extensive understanding of the technical terms associated within a variety of activity areas. Students can demonstrate and confidently explain how to use tactics and strategies within a variety of activities.	Students can independently facilitate others within an activity, showing excellent communication skills. These students show resilience and encourage others within the activity to participate effectively. Students are persistent at improving in all aspects of the curriculum.
EXPERT	Students work effectively, independently and as part of a team. Students are creative in their application of a variety of techniques and skills whilst performing under pressure. Students show a high level of tactical awareness during competition.	Students can confidently communicate with others, explaining strengths and areas of improvement using specific sporting terminology. When analysing, students can refer to the perfect model to make effective adjustments on performance. Students can reflect on their own performance, analysing what went well and how to improve then successfully implement the changes.	Students demonstrate a sound knowledge and understanding of a variety of aspects of physical education and sport. They will be able to identify and explain some of the methods and principles of training. Students will be confident using specific terminology within a number of activity areas.	Students can lead others effectively through a 3 phase warm-up. Students can develop drills to challenge others within an activity. These students are role models to others in the class and are able to get other students to listen to them and follow their rules and expectations.
PROFICIENT	Students demonstrate the application of a variety of skills and techniques with timing, accuracy and control. Students will be actively involved within all aspects of the activity. Students are willing and capable of taking control in competitive situations.	Students can effectively analyse performance using technical terminology associated with the activity to examine strengths and areas of improvement. Students can compare and contrast their own and other's performance, making adjustments where necessary. Students can reflect on their own performance, analysing what went well and how to improve and are starting to apply these to their own performance.	Students will be confident in officiating in a variety of activity areas applying the correct rules. Students should be able to identify and describe a number of physiological changes to the body during exercise. Students understand the benefits of physical activity and sport and show an understanding of the fitness components.	Students show determination when participating in activities and stay focused on tasks. These students want to achieve/succeed and want to know how to improve. These students are role models to others in the class and are able to listen to others and follow all rules and expectations.
COMPETENT	Students can select and apply a variety of techniques and skills in competitive situations to enable them to gain an advantage over their opponents. Students show precision and fluency when performing in a variety of contexts (isolated, competitive, practice). Students are able to apply sporting actions learnt within isolated drills.	Students will make a detailed observation and analyse performance effectively. Students can use specific sporting examples to explain strengths and areas of improvement. Students can reflect on their own performance, analysing what went well and how to improve. However, they are not yet able to implement these changes.	Students demonstrate a clear understanding of the rules and regulations and can apply them in competition. Students can apply their knowledge and understanding of an activity when answering higher order thinking questions. Students are developing their understanding of the physiological changes occurring to the body during exercise.	These students take a proactive role during activities and often have their hands up to answer questions. They join in with activities and are willing to persevere when taking part in various activities. Other students look up to these students for guidance on how to listen to others and follow all rules and expectations.
SECURE	Students begin to apply basic techniques in competitive situations and can sometimes outwit an opponent. Students prefer to allow others to take control but when prompted can apply effective activity specific movement. Students are able to copy a sporting action and are able to perform it from memory in an isolated drill.	Students will make a sound observation of a performance. Students are able to analyse someone else's simple, but not technical, aspects of techniques, movements, tactics or strategies. Students can reflect on their own performance making adjustments.	Students demonstrate a sound knowledge but may falter on the more complex rules and/or regulations of a specific activity. They have an understanding of the basic terminology but falter on the more technical aspects. They can explain the 3 phases of a warm-up and why these are important.	Students are engaged within the activity and, when prompted, answer questions and get involved with peer discussions. These students need to be highly encouraged to participate but are willing to try when prompted. These students are able to listen to others and follow basic rules and expectations.
DEVELOPING	Students participate at a basic level demonstrating some additional fundamental skills (Balance, Coordination and Timing) within activities. These students are usually passively involved in games/competition and prefer to practise skills and techniques in isolated drills. Students are able to copy a sporting action but are not yet able to perform it from memory in an isolated drill or competitive game.	Students can describe what is going on within a performance. They show a limited understanding of how to analyse the effects or how to explain the strengths and areas for improvement of someone else's performance. Students can sometimes reflect on their own performance allowing them to make adjustments.	Students demonstrate a basic understanding of the rules and how these are applied but are happy to let others take control. They can identify some of the skills and techniques needed within the activity but often struggle to explain how these are applied. Students can sometimes identify and briefly explain the 3 phases of a warm-up.	Students are beginning to show some effort towards participation in a variety of sports. They actively become involved when working in small groups. These students are starting to be able to listen to others and follow basic rules and expectations.
EMERGING	Students are starting to develop basic fundamental skills (speed and agility) that can have a positive impact within a variety of activities. These students are working towards transferring the skills learnt from practices and putting them into games.	Students can do a basic observation of a performance, identifying what is good and what needs to be improved. Students have limited ability to reflect on their own performance and describe the activity.	Students are beginning to develop their knowledge and understanding of different sports. They are able to answer questions using simplistic terminology, e.g. faster, longer, move.	These students can not listen to others and follow basic rules and expectations. Students often need motivating to encourage them to engage within activities.