**Contents**

1. **Assessment Tool 1**

**What does our class look like? A simple assessment tool. (Formative and Summative)**

This assessment sheet is designed as a start point to consider the strengths and areas for development of pupils within your class. Most children if not all, will fit into one of the categories with ease, although this may vary with certain activities where children excel. This tool is designed not as a way of necessarily tracking progress, but to consider how you might approach the way you teach different groups within the class and how you might group pupils to get the maximum progress out of them. **This sheet should be used alongside one of the other tools in this booklet.**

Resource Requirement: 1 sheet per child (annually)

1. **Assessment Tool 2**

**Assessment Ladder Sheet - 4 Sheets for General, Games, Gym/Dance and Athletics / Swimming. (Summative)**

These 4 sheets are designed to be started when a child starts school until they leave and should be passed on to new class teachers each year. The assessment tool is split into 4 separate sheets, dealing with different activity areas including general readiness to take part in PE. These sheets are quite detailed and provide some guide to the content that should be covered as well as the progress a child should make. As a child consistently demonstrates a statement, it should be ticked off. This is aimed at schools who want a detailed and rigorous way of tracking progress and who desire a thorough understanding of the nature of the expected progress that children should take in schools. Please note this is a summative tracking sheet.

Resource Requirement: 4 sheets per child (one school cycle)

1. **Assessment Tool 3**

**Assessment Grid KS1 and 2. (Summative)**

This resource contains the same level of detail and same statements of achievement as the ladder sheets but has been condensed into 2 sheets. This tool is intended to be started as the child starts school and maintained throughout the entire school experience. Each time a child consistently achieves an area after a block of work it should be ticked. At the end of each school year it should be passed on to the new class teacher to enable continuity. Year 7/8 statements are also included for more able pupils. This is also intended for schools requiring a rigorous, but simple way of tracking progress. Please note this is a summative tracking sheet.

Resource Requirement: 2 sheets per child (one school cycle)

1. **Assessment Tool 4**

**Assessment Grid KS1. (Summative)**

The same grid as above but for KS1. Year 4 statements are included for more able pupils who may exceed the expected statements. Please note this is a summative tracking sheet.

Resource Requirement: 2 sheets per child (one school cycle).

1. **Assessment Tool 5**

**Simplified Assessment and Recording Sheet. (Summative)**

This sheet provides a series of progressive statements, but has been summarised even more to reduce the number of statements requiring to be ticked.

Resource Requirement: 2 sheets per child (one school cycle).

1. **Assessment Tool 5**

**Be The Coach Observation Sheet. (Formative)**

**Physical Education Assessment Tool 1**

Most classes crudely split into 4 groups (clockwise from top left to bottom left)

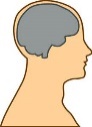
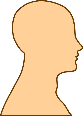
1. Very sporty, physically literate, often academically strong, transferable skills across most sports, leadership material.
2. Sporty in one or two areas, probably football, not necessarily highly intelligent, easily bored, rush around, poor listeners.
3. Low self-esteem and / or confidence, compliant, possibly low motivation or reluctant, works well in team, might be able to articulate what they need to do but can’t necessarily do it.
4. Poor spatial awareness, balance and coordination, poor core strength, low confidence, possibly SEN.

Allocate each child to a quadrant (this may change when a different activity is introduced, but will largely be static)

2. Encourage decision making opportunities, mental challenge, articulation skills, coaching skills and improved concentration and listening skills.

1. Ensure mental and physical challenge, Officiating, Leadership, coaching skills, Independent learning, Vary activity, scenario or environment to assist challenge. School Teams.

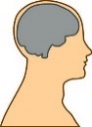


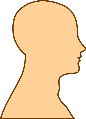


4. Ensure achievable targets, basic movement skills are mastered, non-threatening environment, confidence built, PE intervention is targeted here. Outdoor learning may appeal.

3. Ensure achievable targets to build confidence, environment is non-threatening, engagement is encouraged, team building. Outdoor learning and creative activities may appeal.







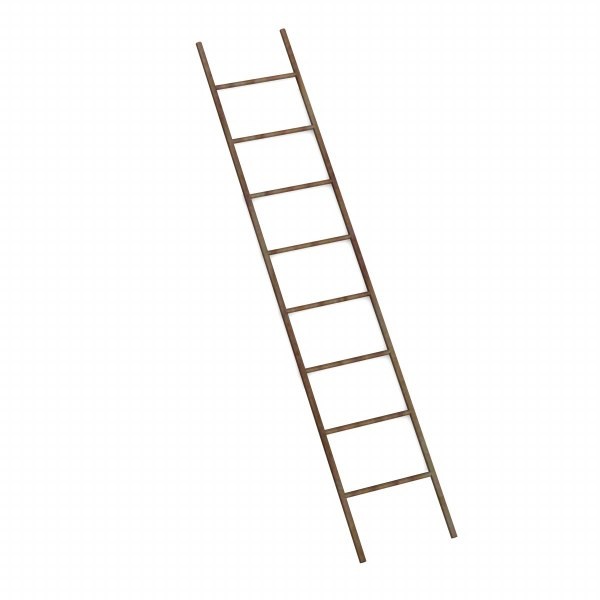
**Assessment Tool 2 – General ( 1 of 4)**

**Name**

**Yr 7**

**Yr 2**

**Yr 1 !text here**



Pupil can lead my own warm up & demonstrates all round safe practice

Pupil can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding

Pupil understands & explains short term effects of exercise, warming, cooling and the long term effects of exercise. Pupil understands & can explain the short & long term effects of exercise, and understands the need for **specific** warm up & cool down

Pupil understands / uses principles of warm up & why exercise is good for health. Pupil can name major muscle groups. Pupil can describe the changes in my body when running, jumping & throwing.

Pupil can prepare the space, equipment, move into the starter activity individually, in a pair or small group.

**Yr 5/6**

Pupil can work in a leadership role to support younger children in purposeful playtime activities

Pupil can transition between activities in the lesson effectively.

Pupil can modify their performance & that of others as a result of observation. Pupil can make suggestions for improvements and use ICT to support this.

Pupils can use basic data to improve their own and others performance.

Pupil can move from changing to a starter activity independently.

Pupil can understand and demonstrate working safely in different environments and with different equipment.

**Yr 3/4**

Pupil can use problem-solving to find a solution to a situation.

Pupil can talk about reasons for warming up / why exercise is good for health i.e. change in heart rate, temperature and breathing rate.

Pupil can describe their own & others work noting similarities & differences. Pupil can make suggestions for improvements and use ICT to support this.

Pupil can organise, set out and put away basic small equipment.

Pupil knows and can explain how to keep themselves and others safe in different environments.

Pupil understands about exercising, safety & short term effects of exercise i.e. a change in temperature & heart rate. Pupil understands the need for warm up & cool down

Pupil can change for PE in less than 10 minutes.

Pupil can start to identify the difference between own performance & that of others.

Pupil can work cooperatively in a small group.

Pupil knows how to keep themselves and others safe in different environments.

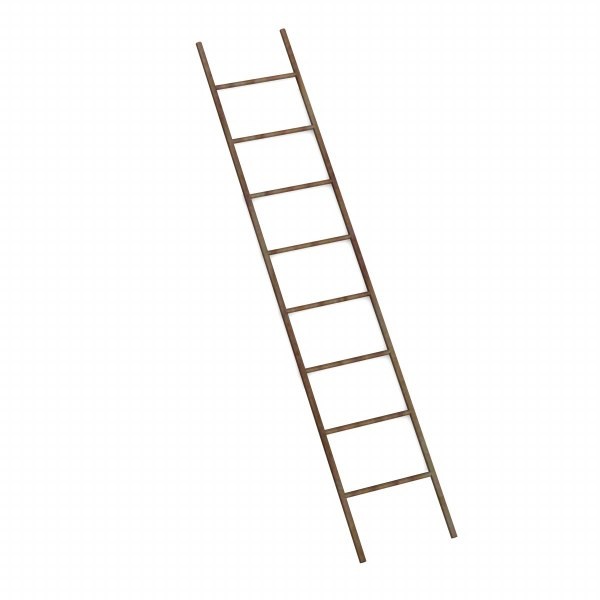
Pupil can watch, listen to & discuss own work & that of their peers and suggest improvements,

Pupil can work cooperatively with a partner.

Pupil can listen to and follow instructions

Pupil can talk about exercising, safety & short term effects of exercise i.e. getting out of breath. Pupil can safely perform teacher led warm-ups,

**Assessment Tool 2 - Games (2 of 4)**

**Name**

**Yr 7**

**Yr 2**

**Yr 1 !text here**

**Yr 7**

**Yr 2**

**Yr 1 !text here**

Pupil can control movement with a ball in opposed situation whilst moving

Pupil can advise and help others in their techniques in a game.

Pupil can combine accurate passing skills / techniques in game.

Pupil can show specific attacking and defending skills in games to influence the result.

Pupil can play in a range of small-sided games and make effective choices about when, how, where to move, pass and receive.

**Yr 5/6**

Pupil can take part in conditioned game with understanding of tactics & rules

Pupil knows and understands the positions they play in.

Pupil can control and catch a ball & accurately pass whilst moving in a game situation.

Pupil can start to apply tactics across a range of different games i.e. net/wall, invasion, striking / fielding

**Yr 3/4**

Pupil can control and catch a ball with movement and accurately pass to someone else to retain possession.

Pupil can field from a hit ball, chasing after ball to retrieve.

Pupil is beginning to influence opposed conditioned game.

Pupil can ‘rally’ or ‘pass’ in sequence to maintain possession or advantage.

Pupil understands specific attacking and defending skills of marking a player, creating and reducing space.

Pupil can throw overarm and underarm.

Pupil can stop / catch a ball with control and pass a ball to someone else, or direct it at a target.

Pupil can control a ball with a stick/ bat to bounce or strike. Pupil knows when to pass.

Pupil can move with and without equipment in a purposeful pathway.

Pupil can take part in opposed conditioned games ( i.e. 3 v 1)

Pupil can follow a number of defined rules.

Pupil can take part in both sending and receiving both on their own and with a partner.

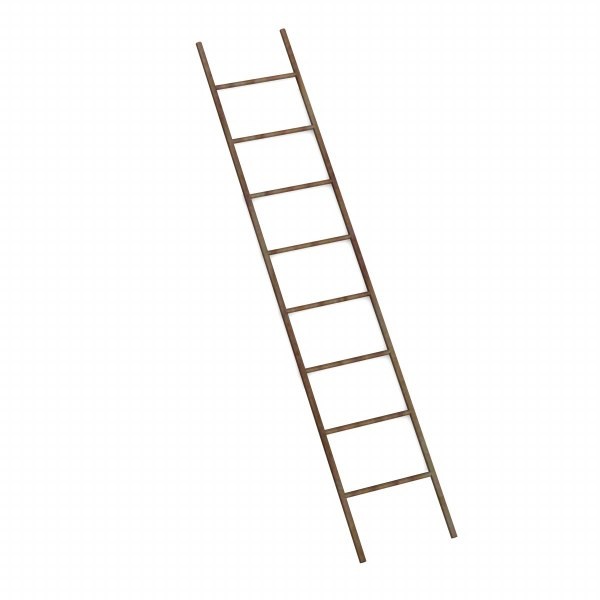
Pupil can follow simple games rules

Pupil can stop a ball with basic control and send a ball in the direction of another person

Pupil can travel in different directions and pathways with and without equipment.

**Assessment Tool 2 - Athletics (and Swimming) ( 3 of 4)**

**Name**



Pupil can demonstrate good control, strength, speed & stamina in a variety of athletic events.

**Yr 7**

**Yr 2**

**Yr 1 !text here**

Pupil can explain how to improve technique in a variety of events.

Pupil can understand how to apply athletic skills & tactics to the competitive situation.

Pupil can improve and sustain running technique at different speeds, including pacing themselves over a distance.

Pupil can challenge themselves to keep going and can sustain vigorous activity for 40 minutes.

Pupil can use problem solving skills combined with running to complete an orienteering course.

* Swim confidently for at least 10 metres
* Ride a bike for 100m
* Cross a road safely

**Yr 5/6**

Pupil can swim competently, confidently and proficiently for at least 25 metres on a recognised stroke and understand basic water safety.

Pupil can demonstrate accuracy & technique in a range of throwing & jumping actions

Pupil can run continuously for 16 minutes (Y5) and 20 minutes (Y6).

Pupil can run at a speed appropriate to the distance they are running, including sprinting.

Pupil can demonstrate a range of throwing actions using various objects, underarm and overarm.

**Yr 3/4**

Pupil can take a running jump and can jump to increase height and distance and know how to do this.

Pupil can continuously run for over 8 minutes (Y3) 12 Minutes (Y4).

Pupil can challenge themselves to keep going and can sustain vigorous activity for 30 minutes.

Pupil can change speed & direction whilst running

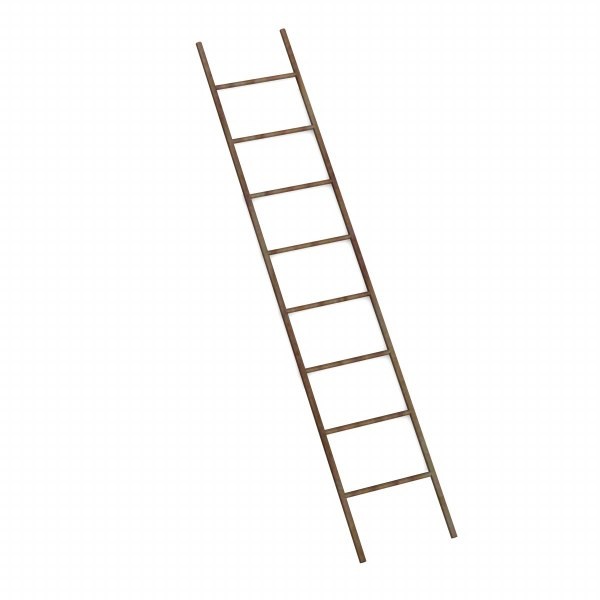
Pupil can challenge themselves to keep going and can sustain vigorous activity for 20 minutes.

Pupil can perform a combination of hop, skips and jumps such as hopscotch.

Pupil can run at different speeds and show basic control when hopping on either leg, jumping and running.

**Assessment Tool 2 - Gym / Dance ( 4 of 4)**

**Name**



Pupil can respond imaginatively to a variety of stimuli.

Pupil can add a jump, turn or balance to link movements.

Pupil can **devise** and repeat a sequence of 3 actions with a clear start and finish.

Pupil can perform with control & co-ordination. Pupil can copy, **remember**, explore & repeat 3 simple actions varying speed, levels, shape and direction.

Pupil can make the right decisions about choice of speed, level, shape, space and use of body part and equipment to improve their performance.

Pupil can use dance and gym vocabulary to compare & improve their work

Pupil can compare, develop & adapt movement & motifs to create longer dances.

Pupil can perform & create motifs in a variety of dance styles with accuracy & consistency Pupil can perform & create movement sequences with some complex skills & displaying accuracy & consistency.

Pupil can select & use a wide range of compositional skills to demonstrate ideas Pupil can select & use a wide range of compositional skills in complex sequences alone & in groups. Pupil shows an ability to innovate.

**Yr 7**

Pupil can vary dynamics & develop actions with a partner or as part of a group pupil understands composition by performing more complex sequences.

Pupil can demonstrates precision, control & fluency in response to stimuli. Pupil can link ideas, skills & techniques with control, precision & fluency when performing basic skills.

**Yr 5/6**

Pupil can use dance and gym vocabulary to compare & improve their work over a sequence of lessons challenging their own performance.

Pupil continually demonstrates rhythm & spatial awareness.

Pupil can translate ideas from a variety of stimuli into movement. Pupil can apply compositional ideas to sequences alone & with others on floor and using apparatus.

**Yr 3/4**

**Yr 2**

Pupil can copy and repeat a sequence of 3 actions with a simple start and finish & perform in a controlled manner,

**Yr 1 !text here**

Pupil can copy & explore basic body patterns, shapes & movements i.e. Turn, jump, balance, pike, straddle, straight, pike with some control & co-ordination

**Assessment Tool 3 Name of Pupil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Y1/2/3/4/5/6 (circle)**

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| --- | --- | --- | --- | --- | --- |
| **KS1/2** | **By Year 1** | **By Year 2** | **By Year 4** | **By Year 6** | **By Year 7/8** |
| **Area** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **General** | Pupil can listen to and follow instructions | Pupil can change for PE in less than 10 minutes. | Pupil can organise, set out and put away basic small equipment. | Pupil can prepare the space, equipment, move into the starter activity individually, in a pair or small group. | Pupil can lead my own warm up & demonstrates all round safe practice |
| Pupil knows how to keep themselves and others safe in different environments. | Pupil knows and can explain how to keep themselves and others safe in different environments. | Pupil can understand and demonstrate working safely in different environments and with different equipment. | Pupil can modify their performance & that of others as a result of observation. Pupil can make suggestions for improvements and use ICT to support this. | Pupil understands & explains short term effects of exercise, warming, cooling and the long term effects of exercise. Pupil understands & can explain the short & long term effects of exercise, and understands the need for **specific** warm up & cool down. |
| Pupil can talk about exercising, safety & short term effects of exercise i.e. getting out of breath. Pupil can safely perform teacher led warm-ups, | Pupil understands about exercising, safety & short term effects of exercise i.e. a change in temperature & heart rate. Pupil understands the need for warm up & cool down | Pupil can talk about reasons for warming up / why exercise is good for health i.e. change in heart rate, temperature and breathing rate. | Pupil understands / uses principles of warm up & why exercise is good for health. Pupil can name major muscle groups. Pupil can describe the changes in my body when running, jumping & throwing. |
| Pupil can work cooperatively with a partner. | Pupil can work cooperatively in a small group. | Pupil can describe their own & others work noting similarities & differences. Pupil can make suggestions for improvements and use ICT to support this. | Pupil can work in a leadership role to support younger children in purposeful playtime activities. | Pupil can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding. |
| Pupil can watch, listen to & discuss own work & that of their peers and suggest improvements. | Pupil can start to identify the difference between own performance & that of others. | Pupil can move from changing to a starter activity independently. | Pupil can transition between activities in the lesson effectively. |
| Pupil can use problem-solving to find a solution to a situation. | Pupils can use basic data to improve their own and others performance. |
| **Games** | Pupil can stop a ball with basic control and send a ball in the direction of another person | Pupil can stop / catch a ball with control and pass a ball to someone else, or direct it at a target. | Pupil can control and catch a ball with movement and accurately pass to someone else to retain possession. | Pupil can control and catch a ball & accurately pass whilst moving in a game situation. | Pupil can control movement with a ball in opposed situation whilst moving, |
| Pupil can travel in different directions and pathways with and without equipment. | Pupil can throw overarm and underarm. | Pupil knows and understands the positions they play in. | Pupil can combine accurate passing skills / techniques in game. |
| Pupil can take part in both sending and receiving both on their own and with a partner. | Pupil can move with and without equipment in a purposeful pathway. | Pupil is beginning to influence opposed conditioned game. | Pupil can play in a range of small-sided games and make effective choices about when, how, where to move, pass and receive. |
| Pupil can follow simple games rules. | Pupil can follow a number of defined rules. | Pupil can field from a hit ball, chasing after ball to retrieve. | Pupil can take part in conditioned game with understanding of tactics & rules | Pupil can advise and help others in their techniques in a game. |
| Pupil can take part in opposed conditioned games ( 3 v 1) | Pupil can ‘rally’ or ‘pass’ in sequence to maintain possession or advantage. | Pupil can show specific attacking and defending skills in games to influence the result. |
| Pupil can control a ball with a stick/ bat to bounce or strike. Pupil knows when to pass. | Pupil understands specific attacking and defending skills of marking a player, creating and reducing space. | Pupil can start to apply tactics across a range of different games i.e. net/wall, invasion, striking / fielding |
| **Dance / Gym** | Pupil can **copy** & explore basic body patterns, shapes & movements i.e. Turn, jump, balance, pike, straddle, straight, pike with some control & co-ordination | Pupil can perform with control & co-ordination. Pupil can copy, **remember**, explore & repeat 3 simple actions varying speed, levels, shape and direction. | Pupil can make the right decisions about choice of speed, level, shape, space and use of body part and equipment to improve their performance. | Pupil can demonstrates precision, control & fluency in response to stimuli. Pupil can link ideas, skills & techniques with control, precision & fluency when performing basic skills | Pupil can perform & create motifs in a variety of dance styles with accuracy & consistency Pupil can perform & create movement sequences with some complex skills & displaying accuracy & consistency. |
| Pupil can **devise** and repeat a sequence of 3 actions with a clear start and finish. | Pupil can translate ideas from a variety of stimuli into movement. Pupil can apply compositional ideas to sequences alone & with others on floor and using apparatus. | Pupil can vary dynamics & develop actions with a partner or as part of a group pupil understands composition by performing more complex sequences. |
| Pupil can **copy** and repeat a sequence of 3 actions with a simple start and finish & perform in a controlled manner, | Pupil can add a jump, turn or balance to link movements. | Pupil can compare, develop & adapt movement & motifs to create longer dances. | Pupil continually demonstrates rhythm & spatial awareness. | Pupil can select & use a wide range of compositional skills to demonstrate ideas Pupil can select & use a wide range of compositional skills in complex sequences alone & in groups. Pupil show an ability to innovate |
| Pupil can respond imaginatively to a variety of stimuli. | Pupil can use dance and gym vocabulary to compare & improve their work. | Pupil can use dance and gym vocabulary to compare & improve their work over a sequence of lessons challenging their own performance. |
| **Athletics / Swimming** | Pupil can run at different speeds and show basic control when hopping on either leg, jumping and running. | Pupil can change speed & direction whilst running | Pupil can run at a speed appropriate to the distance they are running, including sprinting. | Pupil can improve and sustain running technique at different speeds, including pacing themselves over a distance. | Pupil can demonstrate good control, strength, speed & stamina in a variety of athletic events.  . |
| Pupil can perform a combination of hop, skips and jumps such as hopscotch. | Pupil can take a running jump and can jump to increase height and distance and know how to do this. | Pupil can demonstrate accuracy & technique in a range of throwing & jumping actions |
| Pupil can demonstrate a range of throwing actions using various objects, underarm and overarm. | Pupil can use problem solving skills combined with running to complete an orienteering course. |
| Pupil can challenge themselves to keep going and can sustain vigorous activity for 20 minutes. | Pupil can continuously run for over 8 minutes (Y3) 12 Minutes (Y4). | Pupil can run continuously for 16 minutes (Y5) and 20 minutes (Y6). | Pupil can understand how to apply athletic skills & tactics to the competitive situation. |
| Pupil can challenge themselves to keep going and can sustain vigorous activity for 30 minutes. | Pupil can challenge themselves to keep going and can sustain vigorous activity for 40 minutes. |
| Pupil can swim competently, confidently and proficiently for at least 25 metres on a recognised stroke and understand basic water safety. | Pupil can explain how to improve technique in a variety of events |

**Instruction For Completion – 1 sheet per child tick section when the child has reached the level with consistency.**

**Assessment Tool 4 Name of Pupil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Y1/2 (circle)**

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| --- | --- | --- | --- |
| **KS1** | **By Year 1** | **By Year 2** | **By Year 4 or More able Y2’s** |
| **Area** | **Level 1** | **Level 2** | **Level 3** |
| **General** | Pupil can listen to and follow instructions | Pupil can change for PE in less than 10 minutes. | Pupil can organise, set out and put away basic small equipment. |
| Pupil knows how to keep themselves and others safe in different environments. | Pupil knows and can explain how to keep themselves and others safe in different environments. | Pupil can understand and demonstrate working safely in different environments and with different equipment. |
| Pupil can talk about exercising, safety & short term effects of exercise i.e. getting out of breath. Pupil can safely perform teacher led warm-ups, | Pupil understands about exercising, safety & short term effects of exercise i.e. a change in temperature & heart rate. Pupil understands the need for warm up & cool down | Pupil can talk about reasons for warming up / why exercise is good for health i.e. change in heart rate, temperature and breathing rate. |
| Pupil can work cooperatively with a partner. | Pupil can work cooperatively in a small group. | Pupil can describe their own & others work noting similarities & differences. Pupil can make suggestions for improvements and use ICT to support this. |
| Pupil can watch, listen to & discuss own work & that of their peers and suggest improvements. | Pupil can start to identify the difference between own performance & that of others. | Pupil can move from changing to a starter activity independently. |
| Pupil can use problem-solving to find a solution to a situation. |
| **Games** | Pupil can stop a ball with basic control and send a ball in the direction of another person | Pupil can stop / catch a ball with control and pass a ball to someone else, or direct it at a target. | Pupil can control and catch a ball with movement and accurately pass to someone else to retain possession. |
| Pupil can travel in different directions and pathways with and without equipment. | Pupil can throw overarm and underarm. |
| Pupil can move with and without equipment in a purposeful pathway. | Pupil is beginning to influence opposed conditioned game. |
| Pupil can follow simple games rules. | Pupil can follow a number of defined rules. | Pupil can field from a hit ball, chasing after ball to retrieve. |
| Pupil can take part in both sending and receiving both on their own and with a partner. | Pupil can take part in opposed conditioned games ( 3 v 1) | Pupil can ‘rally’ or ‘pass’ in sequence to maintain possession or advantage. |
| Pupil can control a ball with a stick/ bat to bounce or strike. Pupil knows when to pass. | Pupil understands specific attacking and defending skills of marking a player, creating and reducing space. |
| **Dance / Gym** | Pupil can **copy** & explore basic body patterns, shapes & movements i.e. Turn, jump, balance, pike, straddle, straight, pike with some control & co-ordination | Pupil can perform with control & co-ordination. Pupil can copy, **remember**, explore & repeat 3 simple actions varying speed, levels, shape and direction. | Pupil can make the right decisions about choice of speed, level, shape, space and use of body part and equipment to improve their performance. |
| Pupil can **devise** and repeat a sequence of 3 actions with a clear start and finish. | Pupil can translate ideas from a variety of stimuli into movement. Pupil can apply compositional ideas to sequences alone & with others on floor and using apparatus. |
| Pupil can **copy** and repeat a sequence of 3 actions with a simple start and finish & perform in a controlled manner. | Pupil can add a jump, turn or balance to link movements. | Pupil can compare, develop & adapt movement & motifs to create longer dances. |
| Pupil can respond imaginatively to a variety of stimuli. | Pupil can use dance and gym vocabulary to compare & improve their work. |
| **Athletics / Swimming** | Pupil can run at different speeds and show basic control when hopping on either leg, jumping and running. | Pupil can change speed & direction whilst running | Pupil can run at a speed appropriate to the distance they are running, including sprinting. |
| Pupil can perform a combination of hop, skips and jumps such as hopscotch. | Pupil can take a running jump and can jump to increase height and distance and know how to do this. |
| Pupil can demonstrate a range of throwing actions using various objects, underarm and overarm. |
| Pupil can challenge themselves to keep going and can sustain vigorous activity for 20 minutes. | Pupil can continuously run for over 8 minutes (Y3) 12 Minutes (Y4). |
| Pupil can challenge themselves to keep going and can sustain vigorous activity for 30 minutes. |
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**Instruction For Completion:**

* **1 sheet per child, tick section when the child has reached the level with consistency**
* **Pass sheet onto next class teacher**
* **Only complete the boxes that you can confidently tick**

**Assessment Tool 5 Subject – PE Name Class**

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| **Approximate Year Appropriate Statements** | | **Developing** | **Attained** | **Exceeding** |
| **Year 1**  **1** | * Pupil can **copy, repeat and explore** simple skills and actions with basic control and coordination. Pupil can start to **link** these skills and actions in ways that suit the activities. * Pupil can **describe and comment** on their own and others' actions. * Pupil can **talk about** how to exercise safely, and how their bodies feel during an activity. |  |  |  |
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| **Year 2** | * Pupil can explore simple skills. Pupil can **copy, remember, repeat and explore** simple actions with control and coordination. Pupil can **vary** skills, actions and ideas and link these in ways that suit the activities. * Pupil can begin to show some understanding of simple tactics and basic compositional ideas. * Pupil can talk about **differences** between their own and others' performance and suggest improvements. * Pupil can **understand** how to exercise safely, and describe how their body feels during **different** activities. |  |  |  |
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| **Year 3 /4Level** | * Pupil can select and use skills, actions and ideas appropriately, applying them with coordination and control. * Pupil can show that they understand tactics and composition by starting to vary how they respond. * Pupil can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. * Pupil can give reasons why warming up before an activity is important, and why physical activity is good for their health. |  |  |  |
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| **Year 5/6** | * Pupil can link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. * Pupil can understand tactics and composition. * Pupil can compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. * Pupil can explain and apply basic safety principles in preparing for exercise. * Pupil can describe what effects exercise has on their bodies, and how it is valuable to their fitness and health. |  |  |  |
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| **Approximate Year Appropriate Statements** | | **Developing** | **Attained** | **Exceeding** |
| **Year 6 - 9** | * Pupil can select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. * When performing, Pupil can draw on what they know about strategy, tactics and composition. * Pupil can analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. * Pupil can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. Pupil can explain why regular, safe exercise is good for their fitness and health. |  |  |  |
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| **Year 7-9Level** | * Pupil can select and combine skills, techniques and ideas. Pupil can apply them in ways that suit the activity, with consistent precision, control and fluency. * When planning their own and others' work, and carrying out their own work, pupil can draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. * Pupil can analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. * Pupil can explain how to **prepare for**, and **recover from**, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise. * Pupil can analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. Pupil can plan ways to improve their own and others' performance. * Pupil can explain the principles of practice and training, and apply them effectively. Pupil can explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme. |  |  |  |
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**Assessment Tool 6 – Be The Coach!**

**Name of Performer**

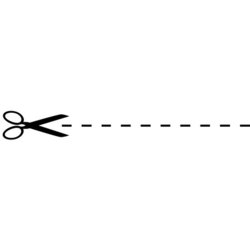


**Name of Coach**

**What Went Well?**

2. 

**Even Better If?**



**----------------------------------------------------**

**Expected Answers**

She had squashy knees / bent her knees to land

She used her arms to balance / to stop wobbling

She didn’t wobble as much / he jumped higher / she used her arms more