



# Curriculum and Progression Overview

PE

## Plymouth High School for Girls



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### Intent

Our physical Education Curriculum at PHSG follows the purpose and aims of:

Inspiring all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health & fitness and promotes sport for all.

In KS3 students experience a broad range of activities whilst in KS4 they opt into activity streams that suit their interest and hopefully inspire them to develop a lifelong passion for physical activity.

There are opportunities to build character and resilience and help to embed values such as fairness and respect. We also provide opportunities throughout the years to develop leadership, team work and interpersonal skills that students can apply to all aspects of their lives. We aim to encourage our students to not only improve physically but think strategically and tactically in competitive situations.

### Implementation

#### 1. Pupils develop competence to excel in a broad range of physical activities.

We deliver a broad range of activities from Year 7 to 11, including:

- Invasion games (netball, basketball, tag rugby & football)
- Net/wall games (volleyball, badminton, tennis)
- Striking and fielding games (rounders & cricket)
- Athletic activities (athletics, cross-country, aerobics, yoga, pilates, zumba, circuit training & spinning)
- Creative Activities (gymnastics, dance, trampolining)

- Outdoor and adventurous activities (orienteering, rowing, climbing, mountain biking, OAA)
- Reflective skills using maps and hats to improve

**2. Pupils are physically active for sustained periods of time.**

All students from Year 7 to 11 take part in 2 hours of high quality physical activity per week through timetabled lessons. On average, 50% of our students take part in our extra-curricular programme on top of their timetabled lessons.

**3. Pupils have the opportunity to gain academic qualification in order to enhance future careers.**

We offer GCSE PE, A Level PE and Level 1 SLQ qualifications in sport and dance to all students. The activities covered in KS3 allow for progression at GCSE PE as they are then assessed in Netball, Trampolining, Climbing, Athletics and Badminton for their GCSE practical. Theory elements of the GCSE course is introduced in KS3 practical lesson to enhance learning through retrieval and therefore improve memory retention at KS4.

**4. Pupils engage in competitive sports and activities**

In year 7, 8 and 9 all students take part in activities that are competitive. In years 10 to 11, depending on the option blocks they choose, they will experience an opportunity to take part in team sports/leadership, OAA or health and fitness.

All students including 6<sup>th</sup> form take part in Sports Day and the indoor Rowing competition which is competing to earn points for their House. Most students take part in other sporting house events which include netball, rounders, dodgeball, swimming, gym and dance.

We have a number of sports teams which compete against other schools, either locally, regionally and sometimes nationally; providing opportunities to experience organised competitions and events.

We have recently made links with Plymouth Argyle & Devon cricket to enrich the curriculum and extra-curricular activities.

**5. Pupils lead healthy, active lifestyles**

This is at the heart of everything we teach and it drives our KS4 curriculum. We offer activities that students enjoy, and can see themselves continuing in the future so that they are more likely to lead active, healthy lifestyles.

All students are encouraged to take part in sport and physical activity beyond the curricular and extra-curricular programme by giving them the skills and confidence within lesson and by promoting our links to local clubs.

**6. Student Sports Council**

Each year students can apply to be apart of the sports council. The sports council meet every 2 weeks to discuss any up and coming events including the running of all inter-house competitions for year 7 to year 13. They are also in charge of checking equipment, updating notice boards, helping with festivals, doing sports write ups for the school website and representing the student voice across the school.

The National Curriculum is taught in Year 7,8 and 9, however if there are overlaps or opportunities to stretch and challenge students by introducing elements from the GCSE specifications, these may be taken. GCSE Option subjects are chosen during Year 9.

## **Impact**

To ensure or curriculum is fit for purpose, a quality assurance programme is implemented through the year and the HOD uses a number of indicators such as:

- Students being able to verbalise and write down their progress in terms of what they have improved in and areas they can improve further (written in booklets at the end of each term).
- Student involvement and enthusiasm in PE lessons.
- Student attendance to PE (numbers who bring in notes to excuse themselves are very low).
- Student feedback (gathered verbally and through year group questionnaires)
- Happiness and well-being of students.
- Student involvement in extra-curricular activities.
- Lesson observations to assess the quality of teaching and learning.
- Uptake of GCSE and A Level PE (both of which has increased over the last 4 years) and exam outcomes.
- Work scrutiny to assess progress and quality of student reflection and feedback from staff.
- Fitness testing results which are gathered termly for each group to monitor fitness levels.



## CURRICULUM & ASSESSMENT OVERVIEW: PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KEY STAGE 3 (Topics may be taught in a different order depending on the group)</b>						
Year 7	Topic(s): Netball	Topic(s): Gymnastics	Topic(s): Dance/OAA	Topic(s): Athletics	Topic(s): Tennis	Topic(s): <u>Rounders</u>
Assessment: Students are assessed on-going and given a level at the end of each unit.						
Year 8	Topic(s): Netball/Tag Rugby	Topic(s): Badminton	Topic(s): Basketball	Topic(s): <u>Trampolining</u>	Topic(s): Health-Related Fitness	Topic(s): Athletics
Assessment: Students are assessed on-going and given a level at the end of each unit.						
Year 9	Topic(s): Netball/Football Or Gym/Dance	Topic(s): Basketball/volleyball Or Exercise to music	Topic(s): Badminton	Topic(s): <u>Trampolining</u>	Topic(s): <u>Rounders</u>	Topic(s): Athletics Or Orienteering
Assessment: Students are assessed on-going and given a level at the end of each unit.						
<b>KEY STAGE 4 (Core PE is not assessed; the following units are for those taking GCSE PE)</b>						
Year 10	Topic(s): Applied Anatomy and Physiology	Topic(s): Applied Anatomy and Physiology Assessment(s): End of topic Test	Topic(s): Movement Analysis Assessment(s): End of Topic Test	Topic(s): Physical Training	Topic(s): Physical Training Assessment(s): End of Topic Test	Topic(s): Health and Fitness  MOCK EXAM
Non- Exam Assessment: (Practical): 3 sports will be taught over the year: Badminton, athletics and climbing. Assessment will be on-going.						
Year 11	Topic(s): Sports Psychology Assessment(s): End of Topic Test	Topic(s): Socio-cultural Influences	Topic(s): Socio-cultural Influences Assessment(s): Mock Exam	Topic(s): Non-Exam Assessment and revision and consolidating.	Topic(s): Revision and consolidating	<b>GCSE EXAMS</b>
Non- Exam Assessment: (Practical): Rowing or <u>trampolining</u> will be taught and assessed. Analysis and Evaluation write-up is also completed and assessed during the year.						

## Curriculum and assessment Overview- A Level PE

A Level PE is taught with Year 12 and 13 together. We teach the 2 years on a continuous repeat so every other year, it is taught in reverse. This works well as we can teach the course as separate units.

<b><u>Year 1</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Physiology	Skeletal and muscular systems	Cardiovascular system	Cardiovascular and respiratory system	Diet and Nutrition	Consolidation and exam preparation	Preparation and training methods
Psychology	Skills and practice	Learning stages theories	Guidance and feedback	Individual differences	Consolidation and exam preparation	Team dynamics and goal setting
Biomechanics	Newtons laws of motion Types of force and factors affecting force	Free Body Diagrams and vertical/horizontal forces	COM, stability and lever systems	Limb kinematics, force plates and wind tunnels	Consolidation and exam preparation	Oral Preparation
Socio-Cultural	Emergence and evolution of modern sport - Pre Industrial Revolution	Post Industrial Revolution Sport	20th and 21st Century Sport	Global sporting events - the modern Olympic Games	Consolidation and exam preparation	Oral Preparation
NEA and internal assessments	Year 12 Initial assessment (2nd week)	Progress test of all theory topics	Year 13 mock exam and oral exam	Progress Test of all theory topics	Year 12 mock exam Year 13 Exam	Oral Preparation

<b><u>Year 2</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Physiology	Energy for Exercise	Environmental effects	Injury prevention	Injury rehabilitation	Consolidation and exam	Oral Preparation

					preparation	
Psychology	Memory models and attribution	Self-efficacy and confidence	Leadership in sport	Stress management	Consolidation and exam preparation	Team dynamics and goal setting
Biomechanics	Linear motion Speed/time and velocity/time graphs	Angular motion Axes of rotation and moment of inertia	Angular momentum Fluid mechanics, air resistance and drag	Lift and the bernoulli principle Spin and the magnus force Revision	Consolidation and exam preparation	Oral Preparation
Socio-Cultural	Ethics and deviance - legal/ illegal drugs and doping, violence...	Commercialisation and media in sport	Routes to sporting excellence in the UK - Talent id to elite	Modern technology in sport	Consolidation and exam preparation	Oral Preparation
NEA and internal assessments	Year 12 Initial assessment (2nd week)	Progress test of all theory topics	Year 13 mock exam and oral exam	Progress Test of all theory topics	Year 12 mock exam Year 13 Exam	Oral Preparation

Practical NEA evidence is completed and gathered by students throughout the year. It is submitted before the Christmas break of Year 2 and internally assessed. Practical moderation occurs in May of Year 2.

Year Group	Students will know	Students will be able to do
Year 7	<ul style="list-style-type: none"> <li>- <u>Netball</u>: The basic rules and positions.</li> <li>- <u>Gymnastics</u>: The importance of tension and extension, the difference between counterbalance and tension, and how to create effective sequences.</li> <li>- <u>Dance</u>: actions, dynamics and pathways.</li> <li>- <u>Athletics</u>: The safety principles, rules, and basic techniques of running, jumping and throwing events.</li> <li>- <u>Tennis</u>: The teaching points of forehand, backhand, volleys and serves in tennis.</li> <li>- <u>Rounders</u>: Techniques of throwing, collecting, catching, bowling and hitting in rounders.</li> <li>- <u>OAA</u>: the activities classes as OAA, compass directions and symbols on an orienteering map. Successfully teamwork strategies.</li> <li>- <u>Football</u>: basic rules, positions and passing</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Netball</u>: Demonstrate passing, attacking, defending and shooting skills.</li> <li>- <u>Gymnastics</u>: Perform prep skills, rolls and inverted skills and jumps on the floor and on low apparatus.</li> <li>- <u>Dance</u>: Create and perform sequences with different uses of space and relationships (contacts). Evaluate performance of a peer and provide feedback.</li> <li>- <u>Athletics</u>: Demonstrate running, jumping and throwing techniques in events.</li> <li>- <u>Tennis</u>: Use a range of shots in a rally and score a game.</li> <li>- <u>Rounders</u>: Apply the rules and basic skill needed to play a game.</li> <li>- <u>OAA</u>: Use the school map to accurately and locate orienteering markers. Co-operate with a team to overcome challenges and develop some leadership skills.</li> <li>- <u>Football</u>: Demonstrating attacking, defending and shooting.</li> </ul>
Year 8	<p><u>Netball</u>: team attacking and defending techniques in order to outwit an opponent. How to evaluate performances.</p> <p><u>Tag Ruby</u>: how to pass, catch, dodge, tag, keep possession, score as well as basic rules and tactics</p>	<p><u>Netball</u>: Can replicate skills and demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can play a variety of positions.</p> <p><u>Tag Ruby</u>: demonstrate all of these skills. To be able to attack and</p>

	<p><u>Badminton:</u> Know the rules of serving and how to score a game. Know the teaching points of the serve, net kill, overhead clear, and net shot. How to identify different shots.</p> <p><u>Basketball:</u> Know the basic rule and how to do core skills; dribbling, passing and receiving, defending and shooting.</p> <p><u>Trampolining:</u> The safety principles of trampolining. The teaching points for all basic jumps, seat landings, twists and front landings. How to create short routines.</p> <p><u>HRF:</u> Know the fitness components and how to test them. The short term effects and recovery process of exercise and why pulse rate changes. How to train different fitness components with methods of training. How energy balance is affected by exercise.</p> <p><u>Athletics:</u> More advanced techniques of running, jumping and throwing. How to measure and officiate events accurately.</p>	<p>defend as individuals, 2's and as a team.</p> <p><u>Badminton:</u> To be able to rally with a partner cooperatively and competitively using a range of shots. Play half court singles games and begin to think strategically to gain points.</p> <p><u>Basketball:</u> Apply core basketball skills using them tactically with the intention of outwitting their opponents. Can make decisions of when to pass, dribble or shoot.</p> <p><u>Trampolining:</u> Spot effectively. Perform all jumps with consistency, showing height, control and tension. Combine twists with these skills to create more complex skills.</p> <p><u>HRF:</u> Monitor pulse rates and recovery. Demonstrate correct technique in the different methods of training fitness. Identify what component of fitness is being enhanced through various and be able to plan training and evaluate their fitness.</p> <p><u>Athletics:</u> Demonstrate these technique and evaluate their abilities in athletics events.</p>
Year 9	<ul style="list-style-type: none"> <li>- <u>Netball and Football:</u> Increase their knowledge and understanding of tactics and strategies.</li> <li>- <u>Gymnastics:</u> How to set up and use larger pieces of apparatus safely. How to perform group shapes and balances safely. Correct technique for a range of vaults.</li> <li>- <u>Badminton:</u> How to perform the high and low serve, a drop shot, the smash, how to play a doubles game - court markings, scoring and umpiring a game.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Netball and Football:</u> Be able to apply these effectively in their game situations and when under pressure. To take on different roles within the group e.g. umpire, coach, team captain and all positions.</li> <li>- <u>Gymnastics:</u> Be able to create larger group sequences using apparatus and be able to perform group shapes and balances with good body tension and control.</li> <li>- <u>Badminton:</u> Be able to perform the new shots in isolation and in a game situation. Be able to play a full doubles game,</li> </ul>

	<ul style="list-style-type: none"> <li>- <u>HRF</u>: Yoga &amp; Pilates activities</li> <li>- <u>Trampolining</u>: Know the teaching points for, and how, to perform more complex trampolining moves e.g. back landing and linking moves together to make complex ones e.g. cradle, turntable.</li> <li>- <u>Basketball and Volleyball</u>: Know how to perform a volley, serve and dig. How to perform a lay up in basketball.</li> <li>- <u>Rounders</u>: how to bowl with variety e.g. with spin, donkey drop bowl, speed bowl. Know how to vary where they position the ball when batting and what affects their decision making and how to perform a backhand hit.</li> <li>- <u>OAA</u>: To know how to use and read a map correctly. Know how to pace themselves. Know how to complete a full orienteering course of varying difficulty and length.</li> </ul>	<p>including scoring and umpiring a game without ipad assistance.</p> <ul style="list-style-type: none"> <li>- <u>HRF</u>: Understand what health related activities you can take part in. Putting together routines.</li> <li>- <u>Trampolining</u>: Be able to perform the more complex moves and link moves together into a 10 bounce routine with good body tension, extension and control on the bed and consistent height. Be able to help coach each other using the teaching points learnt.</li> <li>- <u>Basketball and Volleyball</u>: the basketball and volleyball skills effectively in isolation but also in a game situation under pressure. Be able to help coach their peers.</li> <li>- <u>Rounders</u>: To be able to apply their different bowling techniques. Play a variety of fielding positions and apply tactics and strategies when playing.</li> <li>- <u>OAA</u>: Be able to complete a full orienteering course and find markers. Be able to orientate a map to know where they are at all times.</li> </ul>
<p>Year 10&amp;11 core PE</p>	<p><b>Individual competitor</b></p> <ul style="list-style-type: none"> <li>- How to tie in safely to a climbing rope</li> <li>- Different routes for climbing on indoor walls</li> <li>- The importance of a spotter in trampolining</li> <li>- A variety of shapes, twists and landings in trampolining</li> <li>- The cycle code when mountain biking and how to use their gears.</li> <li>- Basic water safety when rowing</li> <li>- The basics of a rowing stroke</li> </ul>	<p><b>Individual competitor</b></p> <ul style="list-style-type: none"> <li>- Demonstrate safe belaying and tying a figure of 8 and stopper knot.</li> <li>- Choose an appropriate route to challenge their ability.</li> <li>- Demonstrate pike, tuck and straddle jumps, half and full twists and seat, front and back landings.</li> <li>- Demonstrate effective starting, stopping and gear choice on a mountain bike.</li> <li>- To set up a gig/skiff ready for rowing.</li> <li>- Demonstrate a catch, drive and recovery stroke.</li> </ul>

- The different methods of serving and the importance of shot placement in badminton.
- The importance of mental resilience when tackling physical challenges.

#### **Sports/dance leaders qualification**

- The qualities of a good leader
- How to plan an activity session
- The importance of risk assessing within physical activity.
- A range of techniques to communicate and motivate others

#### **Health and fitness**

- The different methods of serving and the importance of shot placement in badminton.
- The rules of doubles badminton and how to score a game.
- The importance of leading a healthy active lifestyle
- The difference between cardio based equipment and resistance machines.
- The benefits of yoga and pilates
- What meditation is and how to relax.

#### **Team games**

- Tactics and strategy within team games
- The basic skills in newly introduced team games
- The more advanced skills in team games being revisited.
- The different methods for shooting
- Defensive techniques and strategies
- The rules of a variety of team games and how to umpire

- Use low and high serves and demonstrate overhead clears, drop shots and net shots.
- Show willingness to give activities a try and resilience to persevere.

#### **Sports/dance leaders qualification**

- Confidently organise and run a session for a small group of students
- Lead small groups with safe and fun activities
- Carry out basic risk assessments for venues and activities
- Communicate effectively to encourage and motivate others

#### **Health and fitness**

- Apply rules and correct scoring system when playing a game of badminton.
- Use low and high serves and demonstrate overhead clears, drop shots and net shots.
- Demonstrate basic zumba moves.
- Use fitness suite equipment safely and effectively for cardio and weights.
- Complete yoga and pilates exercises safely.

#### **Team games**

- Contribute effectively to a team, applying the principles of attack and defence.
- Demonstrate a dig and volley
- Demonstrate a lay up in basketball
- Outwit an opponent using intercepting/marking skills
- Use an appropriate shooting style for the game.
- Explain the triple threat in basketball

	<p>effectively</p> <ul style="list-style-type: none"> <li>- The importance of communicating with others in team games</li> <li>- The rules of rounders and how to officiate.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and apply the rules of the game</li> <li>- Demonstrate listening and communication skills when working with others</li> <li>- Play or officiate a game of rounders using standard rules</li> </ul>
GCSE PE	<p><b><u>Theory</u></b></p> <ol style="list-style-type: none"> <li>1. knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</li> <li>2. knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.</li> <li>3. Knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes:</li> <li>4. Knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</li> <li>5. Knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.</li> <li>6. Knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.</li> <li>7. Knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.</li> </ol>	<p><b><u>AO1:</u></b> Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p><b><u>AO2:</u></b> Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p><b><u>AO3:</u></b> Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p><b><u>AO4:</u></b></p> <ul style="list-style-type: none"> <li>- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas in: badminton, athletics, netball, climbing and trampolining.</li> <li>- Demonstrate skills in these activities in progressive practices and apply these skills into the full context.</li> <li>- Analysis of their skills and fitness and evaluation of performance to bring about improvement in one activity.</li> </ul>

	<p><b><u>Practical:</u></b></p> <p>knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.</p>	
<p>A Level</p>	<p><b>Component 01: Physical factors affecting performance</b>  Students gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They also study the effects of force and motion on the body and how they can be used to our advantage.</p> <p>There are three topics:</p> <ul style="list-style-type: none"> <li>● Applied anatomy and physiology</li> <li>● Exercise physiology</li> <li>● Biomechanics.</li> </ul> <p><b>Component 02: Psychological factors affecting performance</b></p> <p>Students study the models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. They also explore the psychological factors that affect group dynamics and the effects of leadership and stress.</p> <p>There are two topics:</p> <ul style="list-style-type: none"> <li>● Skill acquisition</li> <li>● Sports psychology.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply acquired knowledge and understanding to three exam papers.</li> <li>- Submit evidence towards their practical grade demonstrating their ability in their chosen sport.</li> <li>- Undertake an oral response to a previously unseen performance to give an evaluation of performance and advise a development plan to address a main weakness in performance.</li> </ul>

### **Component 03: Socio-cultural issues in physical activity and sport**

This component focuses on the social and cultural factors that have shaped sports over time, and their influences on physical activity. Students consider the impact of hosting a global sporting event such as the Olympic Games, and the influence of modern technology on both the performer and the spectator of contemporary sport.

There are two topics:

- Sport and society
- Contemporary issues in physical activity and sport.

### **Component 04: Performance in physical education**

Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). They observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance.

## KS3 Progression Ladders

Year 7, 8 and 9 are assessed at the end of each unit (once a half term) in line with the school assessment policy. This is using GCSE grades. We have a progress ladders for each activity covered. This is an example:



Progression in KS3 PE

### Invasion Games



	1-2	3-4	5-6	7-8	8-9
Passing	I can pass the ball with some accuracy in a non-competitive situation but sometimes lack power.	I can pass the ball with accuracy using more than one type of pass. I can pass with increasing amounts of power.	I can pass the ball accurately and with power using a variety of passes. I have some success with both hands/feet.	I can pass the ball accurately with excellent technique whilst under pressure. I have increasing success with both hands/feet.	I can pass the ball accurately with excellent technique whilst under pressure, and always produce the intended results.
Controlling/catching	I can control/ catch the ball on a few occasions when not under pressure.	I can catch/ control the ball while under some pressure.	I can catch/ control the ball while under pressure in a practice and competitive situation.	I can catch/ control the ball with very few errors in a competitive situation.	I can catch/ control the ball with very few errors in challenging competitive situations.
Rules	I know the basic rules.	I know the rules but find it difficult to apply them as an umpire/referee.	I can apply the rules in a game situation. I might be able to umpire/referee a game with some success.	I know the rules and rarely make mistakes and could umpire/ referee a small game.	I know the rules and can competently umpire/referee a game.
Outwitting Opponents	I occasionally demonstrate the ability to select and apply appropriate skills, but only occasionally outwit opponents and am often outwitted by others.	I show some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and I will sometimes be outwitted by others.	I can demonstrate a high level of ability to select and apply the most appropriate skills in order to outwit opponents.	I can demonstrate a high level of ability to select and apply the most appropriate skills and am usually successful in outwitting opponents.	I can demonstrate a high level of ability to select and apply the most appropriate skills and am successful in outwitting opponents, while hardly ever being outwitted myself.
Playing positions	I have some idea of the different playing positions. I can play only one or two of the playing positions.	I have a good understanding of playing in one or two positions.	I have a good understanding of most playing positions and can play them effectively.	I can play effectively in all positions and understand the role they play within a game. I can make tactical and strategic decisions appropriate to the position I am playing.	I can play effectively in all positions and make effective tactical and strategic decisions relevant to the position being played.
Physical capacity	I have limited physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	More than one area of my physical capacity (ie speed, stamina, strength and flexibility) is sufficient to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is effective to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is effective which is sustained for most of the game.	My physical capacity (ie speed, stamina, strength and flexibility) is highly effective which helps me to maintain high standards in the game.
Mental capacity	I have the confidence to have a go and I can face challenging situations with help.	I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions.	I am determined to succeed, I keep going in most challenging situations, and I can deal with my emotions most of the time.	I am determined to succeed, I keep going in challenging situations, I can deal with my emotions, and I can sometimes help others succeed as well.	I am determined to succeed, I keep going in challenging situations, I can deal with my emotions, and I am good at helping others succeed as well.
Strengths and weaknesses	I can sometimes correct faults. I can identify others' strengths and weaknesses.	I know when I or others have done something wrong and I can usually put it right.	I can correct most faults in performance, using correct vocabulary. I am good enough to play in the school team.	I can help to improve a team performance, using detailed vocabulary. I am good enough to attend town/city/district training.	I can help to improve a team performance. I am good enough to represent at county standard or higher.

## **Feedback and Assessment system**

Students are given feedback in the form of verbal or written feedback.

Students regularly self and peer assess during lessons as well as a self-assessment which is completed in the form of an online quiz and the end of each term.

Students are encouraged to use thinking hats to help them think more deeply through retrieval and salient activities in all lessons.

Thinking strategies are used to teach GCSE & A Level to embed knowledge into long term memory.

Use of modern technology enhances the assessment opportunities (video analysis software such as CoachesEye and Dartfish) and are regularly used for teaching and assessment.