

Amington PE Department Assessment Levels (Feb 2024)

	AF1 Developing physical competence (Skills & Tactics)	AF2 Developing healthy active lifestyles (Knowledge of fitness)	AF3 Creating and evaluating (Observing and leading)
Basic Skills & Knowledge	<ul style="list-style-type: none"> <li>I can perform a range of <b>basic</b> skills, actions and ideas.</li> <li>I can <b>apply</b> the basic skills of the activity <b>inconsistently</b> with <b>some</b> coordination and control.</li> <li>I can <b>explain</b> simple tactics and compositions.</li> <li>There is an ineffective attempt to adapt to changes in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> basic fitness terms and what happens to my breathing and heart rate.</li> <li>I can <b>demonstrate</b> the difference between different components of fitness.</li> <li>Has a poor fitness level, works to a poor intensity and is unable to maintain technique throughout the training session.</li> <li>Can identify some of the components of fitness, methods and principles of training, and identify some of the short- and long-term effects on the body systems.</li> <li>Unable to select appropriate tests for measuring their fitness levels</li> <li>I am able to <b>explain</b> the need to <b>stretch</b> and how to stretch safely.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>can</b> use advice given to by an observer to improve my performance.</li> <li>I am <b>able</b> to observe a performance and explain if <b>simple</b> rules have been broken.</li> <li>Ability to comment on their own and others performance and use this to improve performance.</li> <li>I am able to record results, times and distances.</li> <li>Ask them to <b>feedback</b> information, based on what they have to look for, to a performer.</li> <li>Teach them what <b>specific rules</b> and <b>conventions</b> are needed in the chosen form of gymnastics.</li> </ul>
Developing skills & knowledge	<ul style="list-style-type: none"> <li>I can <b>select</b> and perform skills, actions and ideas appropriately.</li> <li>I can <b>show</b> precision, control and fluency.</li> <li>I can <b>apply</b> skills with coordination and control and can <b>link</b> skills, techniques and ideas and <b>apply</b> them <b>accurately</b> and <b>appropriately</b>.</li> <li>I can <b>show</b> that I <b>understand</b> tactics and composition by starting to vary how I respond.</li> <li>Little evidence of tactical or compositional changes; when seen, they are ineffective and inconsistent in response to the opposition's actions or ideas.</li> <li>Basic attempt to adapt to changes in a competitive situation.</li> <li>I understand the <b>basic</b> elements regarding patterns of play in <b>attack</b> and <b>defence</b>.</li> <li>I am able to apply <b>simple</b> tactics and explain how these tactics can be <b>adapted</b> to small-sided games.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>give reasons why</b> warming up before an activity is important, and <b>why</b> physical activity is good for their health.</li> <li>I can <b>describe</b> how exercise <b>affects</b> my body and <b>why</b> regular, safe activity is good for my health and wellbeing.</li> <li>I can <b>describe</b> how exercise <b>affects</b> my body and <b>why</b> regular, safe activity is good for my health and wellbeing.</li> <li>Has a moderate fitness level, working at a moderate intensity level but will not be able to sustain a good intensity with good technique throughout the training session (especially during the later stages).</li> <li>Can identify the components of fitness, principles and methods of training but may not be fully accurate with their application. Can identify short and long terms effects on the body systems</li> <li>Able to choose some appropriate fitness test to review their fitness levels</li> <li>I am able to <b>explain</b> the need to <b>stretch</b> and how to stretch safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>see how</b> my work is similar to and different from others' work.</li> <li>I can <b>use</b> this understanding to <b>improve</b> my own performance.</li> <li>I can <b>compare</b> and <b>comment</b> on skills, techniques and ideas in my own and others' work.</li> <li>I can <b>work</b> with others to plan and lead <b>simple</b> practices and activities.</li> <li>Ability to compare and comment on their own and others performance and use this to improve performance.</li> <li>Help them to try a <b>number</b> of options to see if they can improve <b>specific</b> aspects of <b>quality</b> in their own and others' work.</li> <li>I am able to set <b>specific</b> criteria against which I wish my work to be <b>assessed</b>.</li> <li>Teach them what specific rules and conventions are needed in the chosen form of gymnastics.</li> <li>Ask pupils to <b>analyse</b> their own and others' <b>strengths and weaknesses</b> and to <b>identify</b> aspects of <b>technique</b> that need to be improved.</li> <li>Talk to pupils about the ways they think both the games and their own play can be <b>improved</b>.</li> <li>Talk to pupils about their knowledge of <b>rules</b> and <b>develop</b> their ability to officiate small-sided games.</li> <li>I am able to <b>devise</b> a practice that helps improve the <b>accuracy</b> and <b>consistency</b>.</li> </ul>
Secure skills & knowledge	<ul style="list-style-type: none"> <li>I can <b>consistently show</b> precision, control and fluency.</li> <li>I can <b>select</b> and <b>combine</b> skills, techniques and ideas and apply them <b>accurately</b> and appropriately. can <b>select</b> and <b>combine</b> skills, techniques and use them in <b>changing circumstances</b> (eg. a game, race or performance)</li> <li>I can <b>show</b> you I can use what I know about strategy, tactics and composition to produce <b>effective outcomes</b>.</li> <li>I can perform with <b>consistent</b> precision, control and fluency.</li> <li>I can <b>select</b> and <b>combine</b> skills, techniques and use them in <b>changing circumstances</b> (eg. a game, race or performance)</li> <li>I can use <b>imaginative</b> ways to solve problems, overcome challenges and entertain audiences.</li> <li>Some evidence of tactical or compositional changes; which are sometimes effective in response to the opposition's actions or ideas.</li> <li>Attempt to <b>adapt</b> to changes in a <b>competitive</b> situation with some <b>success</b>.</li> <li>I am able try out a <b>range</b> of different shots and placements to <b>outwit</b> their opponent.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain how</b> the body reacts during different types of activity and <b>why</b> physical activity is an essential component of a healthy lifestyle.</li> <li>Has a good level of fitness and works at a good intensity, with good technique for the majority of the training session.</li> <li>Describes the components of fitness, principles and methods of training and identify examples. Can describe the short- and long-term effects on the body systems</li> <li>Able to choose appropriate fitness testing to review their fitness levels with little support</li> <li>I am able to choose <b>exercises</b> and <b>activities</b> that can put into a warm up that suit <b>different</b> events.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>analyse</b> and <b>comment</b> on skills, techniques and ideas and how these are <b>applied</b> in my own and others' work.</li> <li>I can <b>plan, organise</b> and <b>lead</b> practices.</li> <li>Ability to draw on previous knowledge to improve and refine their own and others performance</li> <li>I can <b>analyse</b> and comment on <b>how</b> skills, techniques and ideas have been used in my own and other' work. <b>Suggest ways to improve</b>.</li> <li>I can <b>apply</b> basic rules when <b>leading</b> practices and activities.</li> <li>I am able to <b>set targets</b> for myself and others and <b>plan</b> what I need to do to meet the targets.</li> <li>I am able to set <b>specific</b> criteria against which I wish my work to be <b>assessed</b>.</li> <li>Ask pupils to analyse their own and others' <b>strengths and weaknesses</b> and to <b>identify</b> aspects of <b>technique</b> that need to be improved.</li> <li>Help pupils explore different ways of <b>observing and analysing</b> performance and <b>recognise</b> what is effective and what needs improving.</li> <li>I am able to <b>identify</b> the most <b>important</b> aspects to work on to make <b>improvements</b>.</li> </ul>

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<p><b>Advanced skills &amp; knowledge</b></p>	<ul style="list-style-type: none"> <li>■ I can <b>consistently</b> show precision, control, fluency and originality.</li> <li>■ I can select and combine <b>advanced</b> skills, techniques and ideas <b>adapting</b> them in <b>increasingly complex</b> situations.</li> <li>■ I can <b>apply</b> the principles of <b>advanced</b> strategies, tactics and compositional ideas and <b>modify</b> them in the response to <b>changing circumstances</b> and other performers.</li> <li>■ Skills and techniques performed competently with adequate timing and consistent application but may contain some errors.</li> <li>■ Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive or performance situation.</li> <li>■ Some evidence of tactical or compositional changes; which are sometimes effective in response to the opposition's actions or ideas.</li> <li>■ I am able <b>plan</b> a rally so that it puts their opponent under <b>pressure</b>, e.g. where to hit the first shot, how to create <b>space</b> to hit the ball into.</li> </ul>	<ul style="list-style-type: none"> <li>■ I can <b>explain</b> the benefits of regular physical activity on physical, mental and social wellbeing.</li> <li>■ Has a good level of fitness and works at a good intensity, with good technique for the majority of the training session.</li> <li>■ Describes the components of fitness, principles and methods of training and identify examples. Can describe the short- and long-term effects on the body systems</li> <li>■ Able to choose appropriate fitness testing to review their fitness levels with little support</li> <li>■ I am able to choose <b>exercises</b> and <b>activities</b> that can put into a warm up that suit <b>different</b> events.</li> <li>■ I can <b>understand</b> how the different <b>components</b> of fitness affect <b>performance</b> and explain how different types of exercise contribute to my fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>■ I can <b>analyse</b> and <b>comment</b> on mine and others' work <b>showing</b> that I <b>understand how</b> skills, tactics, composition and fitness relate to the <b>quality</b> of the performance.</li> <li>■ I can <b>plan</b> ways to <b>improve</b> performance and <b>act</b> accordingly.</li> <li>■ I can take on <b>different roles</b>: coach, leader and official.</li> <li>■ Ability to draw on previous knowledge to improve and refine their own and others performance in order to improve produce effective outcomes.</li> <li>■ I am able to set <b>targets</b> for myself and others and <b>plan</b> what I need to do to meet the targets.</li> <li>■ Help pupils explore different ways of <b>observing and analysing</b> performance and <b>recognise</b> what is effective and what needs improving.</li> <li>■ I am able to <b>identify</b> the most <b>important</b> aspects to work on to make <b>improvements</b>.</li> </ul>
<p><b>Mastery skills &amp; knowledge</b></p>	<ul style="list-style-type: none"> <li>■ I can <b>always</b> show <b>high standards</b> of precision, control, fluency and originality.</li> <li>■ I can <b>consistently apply advanced</b> skills, techniques and ideas.</li> <li>■ I can <b>apply advanced</b> strategies, tactics and composition.</li> <li>■ I can <b>maintain</b> performance quality under <b>changing circumstances</b>.</li> <li>■ Skills and techniques performed competently with good timing and consistent application with few errors.</li> <li>■ Demonstrates a good level of skills, techniques and decision making, with precision, control and fluency, during a conditioned/formal/competitive or performance situations.</li> <li>■ Good evidence of tactical or compositional changes; which are sometimes effective in response to the opposition's actions or ideas.</li> <li>■ Attempt to adapt to changes in a competitive situation with some success.</li> <li>■ I am able to <b>read</b> or <b>anticipate</b> an opponent's <b>movements</b> and <b>react</b> accordingly</li> <li>■ I am able to <b>change</b> my <b>position</b> and <b>tactics during</b> the game or a <b>rally</b>.</li> <li>■ Explain why tactics may succeed in one games related activity and fail in another.</li> <li>■ I am able to <b>adapt</b> my <b>tactics</b> to <b>increase</b> the chances of <b>successful</b> outcomes.</li> <li>■ I am able to perform <b>effectively</b> in games activities with my <b>weaker</b> side.</li> </ul>	<ul style="list-style-type: none"> <li>■ I can <b>use</b> my knowledge of health, mental and social wellbeing to <b>plan and evaluate</b> my own and others' exercise and physical activity.</li> <li>■ Has a very good fitness level, demonstrated at a high intensity level with very good technique for the majority if the training session.</li> <li>■ Describe the components of fitness, principles and methods of training, applying sporting examples. Describe the short- and long-term effects on the body systems, identifying impact on performance</li> <li>■ Able to choose appropriate fitness testing to review their fitness levels</li> <li>■ I am able to <b>explain</b> different ways of <b>improving</b> performance by <b>adapting</b> my fitness training.</li> <li>■ I can <b>understand</b> how the different components of fitness affect <b>performance</b> and explain how different <b>types</b> of exercise contribute to my fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>■ I can take on <b>different</b> roles.</li> <li>■ I can <b>critically evaluate</b> my own and others' work, show I understand the <b>impact</b> of skills, strategy, tactics or composition on performance.</li> <li>■ I can use evaluations to <b>plan and monitor</b> performance.</li> <li>■ Ability to draw on previous knowledge to improve and refine their own and others performance in order to improve produce effective outcomes.</li> <li>■ I am able to <b>interpret</b> performance results and use them to <b>progress</b> performance.</li> <li>■ Teach pupils to use simple criteria to <b>judge the effectiveness</b> of their own and others' performance.</li> <li>■ I am able to explain what to look for in a <b>performance</b> and how to describe what they see using <b>appropriate terminology</b>.</li> </ul>