

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"> I can perform a range of basic skills, actions and ideas. I can apply the basic skills of the activity inconsistently with some coordination and control. I can explain simple tactics and compositions. There is an ineffective attempt to adapt to changes in a competitive situation. 	<ul style="list-style-type: none"> I can describe basic fitness terms and what happens to my breathing and heart rate. I can demonstrate the difference between different components of fitness. Has a poor fitness level, works to a poor intensity and is unable to maintain technique throughout the training session. 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. Unable to select appropriate tests for measuring their fitness levels I am able to explain the need to stretch and how to stretch safely. 	<ul style="list-style-type: none"> I can use advice given to by an observer to improve my performance. I am able to observe a performance and explain if simple rules have been broken. Ability to comment on their own and others performance and use this to improve performance. I am able to record results, times and distances. Ask them to feedback information, based on what they have to look for, to a performer. Teach them what specific rules and conventions are needed in the chosen form of gymnastics.
Developing skills & knowledge	<ul style="list-style-type: none"> I can select and perform skills, actions and ideas appropriately. I can show precision, control and fluency. I can apply skills with coordination and control and can link skills, techniques and ideas and apply them accurately and appropriately. I can show that I understand tactics and composition by starting to vary how I respond. Little evidence of tactical or compositional changes; when seen, they are ineffective and inconsistent in response to the opposition's actions or ideas. Basic attempt to adapt to changes in a competitive situation. I understand the basic elements regarding patterns of play in attack and defence. I am able to apply simple tactics and explain how these tactics can be adapted to small-sided games. 	<ul style="list-style-type: none"> I can give reasons why warming up before an activity is important, and why physical activity is good for their health. I can describe how exercise affects my body and why regular, safe activity is good for my health and wellbeing. I can describe how exercise affects my body and why regular, safe activity is good for my health and wellbeing. 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). 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 Able to choose some appropriate fitness test to review their fitness levels I am able to explain the need to stretch and how to stretch safely. 	<ul style="list-style-type: none"> I can see how my work is similar to and different from others' work. I can use this understanding to improve my own performance. I can compare and comment on skills, techniques and ideas in my own and others' work. I can work with others to plan and lead simple practices and activities. Ability to compare and comment on their own and others performance and use this to improve performance. Help them to try a number of options to see if they can improve specific aspects of quality in their own and others' work. I am able to set specific criteria against which I wish my work to be assessed. Teach them what specific rules and conventions are needed in the chosen form of gymnastics. Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Talk to pupils about the ways they think both the games and their own play can be improved. Talk to pupils about their knowledge of rules and develop their ability to officiate small-sided games. I am able to devise a practice that helps improve the accuracy and consistency.
Secure skills & knowledge	<ul style="list-style-type: none"> I can consistently show precision, control and fluency. I can select and combine skills, techniques and ideas and apply them accurately and appropriately. can select and combine skills, techniques and use them in changing circumstances (eg. a game, race or performance) I can show you I can use what I know about strategy, tactics and composition to produce effective outcomes. I can perform with consistent precision, control and fluency. I can select and combine skills, techniques and use them in changing circumstances (eg. a game, race or performance) I can use imaginative ways to solve problems, overcome challenges and entertain audiences. Some evidence of tactical or compositional changes; which are sometimes effective in response to the opposition's actions or ideas. Attempt to adapt to changes in a competitive situation with some success. I am able try out a range of different shots and placements to outwit their opponent. 	<ul style="list-style-type: none"> I can explain how the body reacts during different types of activity and why physical activity is an essential component of a healthy lifestyle. Has a good level of fitness and works at a good intensity, with good technique for the majority of the training session. 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 Able to choose appropriate fitness testing to review their fitness levels with little support I am able to choose exercises and activities that can put into a warm up that suit different events. 	<ul style="list-style-type: none"> I can analyse and comment on skills, techniques and ideas and how these are applied in my own and others' work. I can plan, organise and lead practices. Ability to draw on previous knowledge to improve and refine their own and others performance I can analyse and comment on how skills, techniques and ideas have been used in my own and other' work. Suggest ways to improve. I can apply basic rules when leading practices and activities. I am able to set targets for myself and others and plan what I need to do to meet the targets. I am able to set specific criteria against which I wish my work to be assessed. Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving. I am able to identify the most important aspects to work on to make improvements.

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