

# PHYSICAL EDUCATION KS3

## How do we assess in PE at KS3?

**Day-to-day lessons:** Teachers will use questioning to determine whether a student understands the learning. Verbal feedback is given to students during practical activities to help them improve the necessary skills in different aspects of sport.

**Assessment of Skills:** Students are observed and assessed during practical work in lessons and records, such as those to the right of this page, are maintained by staff. These determine whether each student is at a foundation, developing, secure or exceptional stage in the skills necessary that relate to each sport covered during the key stage.

**Homework tasks:** These are not formally set but students are expected to engage in extra-curricular activities related to the sport being studied. Activities are listed in student planners that can be completed at home with parents to enhance learning at school.

**Progress data:** Every term teachers will award a grade that represents a student's current performance in Physical Education and a forecast of what they believe the student will achieve.

**Effort grades:** These are awarded every term for every student and are used to determine whether a student will receive the Principal's Award.

Year	Skills	Developing	Secure	Exceptional
Year 7	I try to catch the ball but need to let it bounce before I catch it. I can sometimes dodge and mark when my opponent is slower than me. I often cause obstruction and contact. I can sometimes throw accurately to others, but my pass lacks power. I know some of the rules, but I often break them. I have some idea of the playing position.	I am usually able to catch the ball if it is thrown gently and directly to me. I can dodge and mark if my opponent is slower than me. I sometimes cause obstruction.	I can usually throw accurately to others in a game situation. I know some of the rules, but I sometimes break them. I have some knowledge of the playing position.	I can usually catch the ball when it is thrown at varying heights and speeds, but occasionally I drop it. I can dodge and mark, although I sometimes cause obstruction. I can throw accurately using more than one type of pass. I know the rules but I occasionally get them wrong, particularly in game situations. I have a good understanding of one playing position.
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Year 8	I try to catch the ball but need to let it bounce before I catch it. I can sometimes dodge and mark when my opponent is slower than me. I often cause obstruction and contact. I can sometimes throw accurately to others, but my pass lacks power. I know some of the rules, but I often break them. I have some idea of the playing position.	I am usually able to catch the ball if it is thrown gently and directly to me. I can dodge and mark if my opponent is slower than me. I sometimes cause obstruction.	I can usually throw accurately to others in a game situation. I know some of the rules, but I sometimes break them. I have some knowledge of the playing position.	I can usually catch the ball when it is thrown at varying heights and speeds, but occasionally I drop it. I can dodge and mark, although I sometimes cause obstruction. I can throw accurately using more than one type of pass. I know the rules but I occasionally get them wrong, particularly in game situations. I have a good understanding of one playing position.
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## How do we encourage students to engage with feedback?

We give time in practical lessons for regular assessments to improve skills in all related sports. Students are aware that the assessment sheets illustrated above are working documents used to record their progress through the key stage. Students are encouraged to use them to identify what they need to do to progress to the next stage.

## Rewarding effort and progress in PE

We all like hard work and effort to be acknowledged! Teachers use **verbal praise and stickers** in planners in lessons for an instant reward.

## How is feedback monitored?

Performance management observations are completed twice a year to provide feedback, support improvement if necessary and share best practice.