

The Costello School

Physical Education

Life without levels

Students in Physical Education at Costello will take part in a **range of activities** each year.

(E.g. Football, Gymnastics, Athletics, Fitness etc.)

These will vary slightly from year group to year group and there will be a few differences due to gender too. **The grade they are awarded will take into account all activities completed up to that point.**

The students will be assessed against the four attainment targets at each report cycle. **The statements for PE remain the same during the whole key stage and do not change.**

It is expected that students will steadily progress through the statements (see next pages) in each attainment target as they progress through each year from their own individual starting point.

Two jumps per year group in each attainment target would be expected progress, any more would be doing really well and less would mean they could do better.

E.g.

For example a student might start in year 7 on statement 3. By the end of year 7 we would expect them to move to statement 5, by the end of year 8 to statement 7 and by the end of year 9 to statement 9.

If on the other hand a student was more able and their starting point was statement 6, then by the end of year 7 we would expect them to move to statement 8 by the end of year 8 and then move to statement 10 by the end of year 9.

Students will not necessarily be at the same level in each attainment target and this will show them, and you as parents, clearly what things they need to do in each area to improve and make progress.

Attainment target 1: Developing skills across a range of activities

Emerging	1	Has very limited coordination and finds it difficult to learn new skills in all activities.	2	Has limited coordination and finds it difficult to learn new skills in most activities.	3	Is beginning to have some success learning basic skills in some activities.
	4	Is able to learn basic skills in most activities.	5	Is able to learn basic skills in all activities.	6	Has learnt basic skills in all activities and is starting to have some success developing their range of skills.
Secure	7	Has basic skills in all activities and is developing their range of skills in most.	8	Has developed a good range of appropriate skills in all activities.	9	Learns new skills quickly. Has a good range of appropriate skills in all activities and is developing their range to include advanced skills in some areas.
	10	Finds learning skills easy in all activities. They have a well developed range of skills in all areas and advanced skills in most.	11	Finds learning skills easy and has a well developed range, including advanced skills in all activities.	12	Finds learning skills very easy in all activities. They have a wide range of advanced skills they can apply to all activities.
Advanced						

Attainment target 2: Application of skills

Emerging	1	Has very limited coordination and is unable to execute basic skills in a set context.	2	Has limited coordination and struggles to execute basic skills in a set context.	3	Has a limited range of basic skills that they can draw upon. The execution of these is often weak in a set context.
	4	Is beginning to have some success in executing basic skills in set contexts.	5	Is able to use some basic techniques in a limited range of contexts.	6	Is able to use some basic techniques in most contexts.
Secure	7	Is able to use a range of basic techniques in most contexts.	8	Is able to use a range of basic and more complex techniques in most contexts.	9	Is able to use a range of more complex techniques in most activities and is beginning to adapt to new and increasingly challenging controlled situations.
	10	Uses a good range of more complex techniques in most contexts. Techniques are developing in precision & fluency. They are beginning to adapt techniques to changing situations.	11	Uses a good range of complex and advanced techniques in most contexts. Most techniques show precision & fluency. They regularly can adapt to challenges as they arise.	12	Uses a wide range of advanced techniques in many contexts. Techniques show precision & fluency. They are able to adapt to new challenges that arise in any situation.
Advanced						

Attainment target 3: Performing at maximum with character

and a growth mindset

Emerging	1	Shows no determination or aspiration to push themselves or improve in any activities.	2	Shows little determination or aspiration to push themselves or improve in all activities.	3	Gives up too easily when circumstances get challenging in most activities.
	4	Determination and desire to improve is very inconsistent across activities. Effort is linked to whether they like the activity. In some activities there is less effort.	5	Works well to achieve improvement in most activities, but in others effort is inconsistent.	6	Works well to achieve improvement in all activities.
Developing	7	Works well to achieve improvement in all activities. Is open to try new things in most activities even if they are challenging.	8	Works hard to achieve improvement in all activities. Is open to try new things in all situations even if they are challenging.	9	Works very hard to achieve improvement in all activities. Readily accepts new challenges and embraces them with effort and enthusiasm.
	10	Works very hard to achieve improvement in all activities. Readily accepts all new challenges and embraces them with effort and enthusiasm. Will take advice and act on it to improve performance.	11	Works very hard to achieve improvement in all activities. Readily accepts all new challenges and embraces them with effort and enthusiasm. Will take all advice and act on it to improve performance. Actively seeks advice from staff / peers to improve performance.	12	Works extremely hard to achieve improvement in all activities. Readily accepts all new challenges and embraces them with effort and enthusiasm. Will take and seek advice from a variety of sources to improve performance. Actively seeks opportunities outside the classroom to improve.
Secure						
Advanced						

Attainment target 4: Leadership, evaluating and improving using appropriate terminology

Emerging	1	Finds it hard to comment on any performance using PE terminology.	2	Finds it hard to comment on a performance in most activities, with limited PE terminology.	3	Finds it hard to comment on a performance in some activities, with limited PE terminology.
	4	Is only able to comment about very simple aspects of performance. Is beginning to use PE terminology in some activities.	5	Is able to identify simple strengths and weaknesses of a performance. Is beginning to use PE terminology in most activities.	6	Is able to identify some strengths and weaknesses of a performance. Is beginning to use PE terminology in all activities.
Secure	7	Is able to identify a range of strengths and weaknesses about a performance and make simple suggestions about how to improve using PE terminology.	8	Is able to identify a range of strengths and weaknesses and is able to suggest some ideas about how to improve using PE terminology. Beginning to encourage and support others.	9	Is able to identify a range of strengths and weaknesses and can make a range of appropriate suggestions using PE terminology about how to improve. Beginning to take the lead.
	10	Is able to identify numerous strengths and weaknesses and can make numerous appropriate suggestions using PE terminology to improve performance. Will encourage, support and motivate others in small group scenarios.	11	Is able to identify numerous strengths and weaknesses, and using PE terminology makes suitable suggestions that have a positive impact on others performance. Will encourage, support and motivate others in group scenarios.	12	Is able to successfully evaluate numerous strengths and weaknesses, and makes varied / confident suggestions using PE terminology that have a positive impact on others performance. Will encourage, support, motivate and inspire others in group scenarios.
Advanced						