

Year 7, 8, & 9 Assessment Grid



	Resilience (Head)			Heart (Emotional)			Hands (Doing)
	Decision Making	Understands healthy active lifestyles	Resilience	Teamwork	Leadership	Respect	Performance Skills
Habitual Mover Beginning 0-1	The student makes simple decisions that impact upon their own actions or performance.	The student understands the basic principles of a HAL Yr9 PSHE The student understands and begin to explain that people need to exercise and eat well.	The student easily gives up when elements of failure occur.	The student prefers to work on their own, but can work in a small group to share ideas.	The student is to take responsibility for aspects of their own learning. Such as warming up independently.	The student shows elements of self and peer respect, however can lose this in times of pressure and failure.	The student has narrow range of simple skills. They show control when performing basic skills running, turning and stopping. The student can attempt skills but has difficulty applying these in a competitive situation.
Motivated Mover Developing 2-3	The student can make decisions that are mostly successful, they begin to demonstrate these in team/choreographical/performance situation.	The student can identify some benefits of living a HAL, including which activities can count as PA; they should also know the recommended amount PA per day. Yr9 PSHE The student can identify elements of the eat well plate	The student tends to give activities a few attempts before giving up or getting frustrated.	The student enjoys working with others and can share their thoughts and ideas during team/group activities and discussions.	The student can responsibility for their own learning, they can complete a variety of tasks within lessons. They can begin to influence the performance others in lessons.	The student shows self and peer respect. They infrequently get frustrated when things are not going accordingly.	The student has a broader range of skills, techniques or performance skills/styles (running, jumping, throwing, catching rolls, choreographic devices). These can apply to a specific sport but their performance can be hesitant.
Confident Mover Secure 4-5	The student can make good decisions relating to their environment and the context of the activity (physical, sporting, problem-solving situation) for themselves, and their team/group situation.	Also starts to identify what can happen if people do not follow a HAL Yr9 PSHE The student understands the 'eat well' plate in terms of how nutrition links to exercise and a HAL.	The student shows resilience in most activities but can show signs of frustration when finding a task/activity very difficult.	The student is a good team player who regularly shares thoughts and ideas and understands that everyone should have a role in a team.	The student can lead a range of warm ups, cool downs or small activities with their peers. This should be in a range of contexts, for example: games, isolated drills, warm up & cool downs.	The student consistently shows self and peer respect consistently. If the pupil does get frustrated they do not show this towards their peers or blame themselves.	The student has a broad range of skills that are used consistently within specific activities. Their performance can be broken down under pressure. The student is able to copy, repeat and explore simple skills with basic control in a competitive situation. Students can identify their maximum heart rate.
Informed Mover Confident 6-7	The student consistently makes good, decisive decisions that positively affect their own performance and/or their group/team. They begin to identifying strengths and weaknesses of their own decisions that affect performance.	The student can confidently explain the benefits of a HAL, know the recommended daily PA and meet the daily PA target attending P6 clubs, lunchtime or other forms of PA. Yr9 PSHE The student should be able to identify and explain how nutrition and exercise links to a HAL.	The student shows resilience in the majority of activities and does not give up easily.	The student demonstrates elements of excellent teamwork and they are beginning to consider the strengths and developing areas of others' thoughts, opinions and feelings.	The student can lead a range of warm ups, cool downs or small activities with their peers. This should be in a range of contexts, for example: games, isolated drills, warm up & cool downs. The students should display empathy for others in their group while completing tasks.	The student has a high level of self and peer respect and begins to demonstrate praise to others when necessary and begins to demonstrate a humble nature.	They perform a good range of skills with consistency. Their performance sometimes breaks down under increased pressure. The pupil is able to perform basic passing and receiving skills with good co-ordination and control. Students can perform a range of dance moves. Students can explain how heart rates and training zones work.
Critical Mover Exceptional 8-9	The student consistently makes correct decisions in a range of activities/contexts. They can assist others with making decisions based on their own strengths and weaknesses.	The student can confidently explain the benefits of a HAL, know the recommended daily PA and meet the daily PA target attending P6 clubs, lunchtime or other forms of PA. The students show an awareness of barrier that could prevent HAL. Yr9 PSHE The student understands the relationship between nutrition and exercise and how these are linked.	The student shows full resilience in all aspects of PE, the student never gives up no matter the circumstance.	The student consistently demonstrates excellent teamwork; they are beginning to consider the strengths and developing areas of others' thoughts, opinions and feelings.	The student is able to lead a range of warm up, skills and cool downs for a range of sports demonstrating a good relationship with their peers. The students demonstrate a knowledge of barriers relating to PA and can help other overcome these barriers. This could include lessons, P6, and lunchtime clubs.	The student consistently demonstrates high levels of self and peer respect during all PE lessons and extra curricular- they can give praise to others and are humble in their approach.	They perform a wide range of skills, refinement, precision, control & fluency. The student is able to use specific techniques consistently and effectively in game situations. Students can perform a variety of advanced skills in dance. Students are physically fit and constantly working in their target training zone during lessons.
Beyond 10	The student quickly and consistently makes correct decisions in a range of activities. They can assist others with making decisions based on their own strengths and weaknesses. If the student makes the wrong decision they quickly and effectively rectify it.	The student can confidently explain the benefits of a HAL, know the recommended daily PA and meet the daily PA target attending P6 clubs, lunchtime or other forms of PA. The students show an awareness of barrier that could prevent HAL. Students offer assistance to other students to overcome these barriers in lessons and/or with P6.	The student shows full resilience in all aspects of PE, the student never gives up no matter the circumstance. The student assists other members of the group with their resilience.	The student shows an excellent level of teamwork, they consistently praise others and contribute a range of tactical, technical and/or choreographical ideas for their individual team/group members.	The student can successfully lead a range of warm up, skill sessions and cool downs for a range of sports. They have an excellent relationship with their peers when leading these sessions. Students are critical learners and aware help others overcome barriers to participation.	The student consistently shows high levels of self-respect and peer respect during all aspects of lessons and extra curricular activities, They assist others when experiencing failure and have mutual respect with all teachers and peers.	The student perform a wide range of skills, with refinement, precision, control & fluency. Their performance is aesthetically pleasing. Students demonstrate advanced skills in every competitive game. Students are able to consistently select and combine advanced skills and techniques throughout the game in response to changing situations. The student is able to perform, develop and combine advanced skills in dance showing excellent accuracy. Students can evaluate their heart rate during exercise, whilst working in the top end of their target training zone every lesson.