

Reporting Progress – What does it look like in my subject? Physical Education

Descriptor	Statement	
Excelling	<ul style="list-style-type: none"> • Successfully navigating the taught curriculum this term • Demonstrates a strong application of the skills covered and practiced. • Demonstrates a secure understanding of the key concepts • Final assessments provide strong evidence of highly secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Wide range of advanced individual and linked skills/techniques are performed consistently. • Performance is controlled, fluent and very effective in dynamic and pressure situations. • Controlled performance enables quick decision making and accurate outcomes with consistency during the activity. • Excellent level of positional, tactical or choreographical understanding is applied consistently. • The student contributes significantly and effectively during game play with an excellent understanding of rules/regulations. • Students have an excellent understanding of positioning and specific role awareness and can support and guide other students.
Securing	<ul style="list-style-type: none"> • Successfully navigating most of the taught curriculum this term. • Demonstrates a solid application of the skills covered and practiced. • Demonstrates a reasonable understanding of the key concepts • Final assessments provide secure evidence of secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Students have a good understanding of positioning and specific role awareness • Performance of skills in a conditioned setting have good consistency, and reasonably effective when performing under pressure • Good level of positional, tactical and choreographical knowledge is applied. • Performers make reasonably well-timed decisions and technique has a good level of control, speed and fluency. • Wide range of good individual and linked skills in routines performed with fluency during the activity. • There is a good understanding of the rules and regulations allowing for a good level of performance.
Developing	<ul style="list-style-type: none"> • Successfully navigating elements of the taught curriculum this term. • Demonstrates some sound application of the skills covered and practiced. • Demonstrates a developing understanding of the key concepts • Final assessments provide reasonable evidence of secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Some technique is performed with reasonable accuracy in stationary conditioned games. • Performance in isolated practice shows some control, speed and fluency. • Some skills show fluency when there is no pressure and plenty of time for the student. • There is some positional awareness and specific role awareness. • Can participate in an activity but does not always make a substantial contribution. • Some level of positional, tactical and choreographical knowledge. • There is some understanding of the rules and regulations which allows for a reasonable level of performance.
Emerging	<ul style="list-style-type: none"> • Occasionally successfully navigating some elements of the taught curriculum this term. • Demonstrates some application of the skills covered and practiced at times. • Demonstrates a basic understanding of the key concepts • Final assessments provide a small amount of evidence of secure understanding of knowledge and skills. 	<ul style="list-style-type: none"> • limited technique with basic control and accuracy is displayed during simple isolated practices when there is no pressure • Confidence and game awareness is being introduced with limited knowledge or rules/regulations. • Positional awareness and tactical/strategic planning is inconsistent or yet to be demonstrated. • Limited skills to participate and contribute with any effectiveness during a full version of the activity. • A limited range of basic individual skills; skills are not presented continuously but appear to be a set of skills without fluency or substantial links.

Not possible to comment	<ul style="list-style-type: none">• Students has been absent	
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