

<b>Grade</b>	<b>Health and Wellbeing</b>	<b>Fit to lead</b>
1	Know the 2 main muscles in the arm and leg	Able to complete their own warm up/ pulse raiser
2	Know the 3 main muscles in the arm and leg Know warming up is important	Able to complete their own warm up/ pulse raiser Able to perform dynamic and static stretches in small groups
3	Know the 3 main muscles in the arm and leg Know warming up is important Know the benefits of exercise Know the immediate effects of exercise on the body Examples of good exercise Social benefits of exercise Look after equipment /safety rules f Know aerobic respiration requires O <sub>2</sub>	Able to lead the aerobic phase of the warm up/ pulse raiser Shows cooperation with others
4	Know the reasons why warming up and cooling down is important Prevention of injury in sport/correct equipment to be worn The 4 phases of the warm up Know a lack of fitness will result in skill break down How to record the pulse before and after exercise/heart beat How we calculate maximum heart rate Understand the best training methods and why Know anaerobic respiration is without O <sub>2</sub> Understand the need for team work and etiquette Understand where to find the abdominal muscles, trapezius, deltoids, latissimus dorsi, pectorals Understand muscles work in antagonistic pairs	Able to lead the warm up and cool down Able to evaluate your own performance
5	Use correct terminology to explain what happens to the body when we exercise Know the names of 11 bones in the body and where they are and why they are important/functions of skeleton Know where local netball clubs	Suggest ways to improve performance and begin to analyse others performance Ability to lead a full warm up talking through the muscles and bones being used, leading with enthusiasm and determination, encouraging others to succeed Begin to develop umpiring skills
6	Know the components of fitness and for a healthy lifestyle Training methods/circuits/continuous/Fartlek Principles of training and how affect the above methods	To demonstrate basic umpiring skills and show understanding of rules/ using correct language as the umpire

	Types of movement/ flexion/extension	Ability to comment on team play and suggest how to outwit the opposition Show responsibilities as a team play Demonstrates the resilience to overcome setbacks
7	Consistently meets the demands of fitness for a full game Understands the need for safe and effective training to improve performance and health	Confidently undertakes the leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication
8	Implement and monitor activity programme for themselves le: healthy lifestyle Participates at district/county level	Fulfil roles in their own time, supports the PE department in helping at practices/extra-curricular/ community sport
9	Participates county level and beyond	Attained qualifications in officiating

# ATHLETICS

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
<b>8-10 Top GCSE student</b>	Excels in a range of athletic techniques, understands strategies to improve performance when competing					
<b>7</b>	Able to replicate techniques to a high level and confidently compete in a wide range of events showing a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training program and monitor performance. Can adapt and modify technique through analysis of their and own others performance.					✓
<b>6</b>	Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve.				✓	
<b>5</b>	Demonstrate clear repetition of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances.			✓		
<b>4</b>	Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body.		✓			
<b>3</b>	Can accurately replicate techniques for running, jumping and throwing activities. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can comment on some of the factors which make an effective performance.	✓				
<b>2</b>	Can demonstrate some success on how to perform the varied techniques required in athletics. Have an idea of what factors are required to perform the techniques, strength, power, speed.					
	Have difficulty competing in all events and show little understanding of how to perform the techniques. They have limited success in all events and show little understanding of factors required to succeed.					

# BASKETBALL

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
9	Decision making is excellent, even when under pressure from other high class opponents. Will outwit and out think (perhaps tactically) other competitors frequently. All skills are consistent and fluent even when under pressure from opponents. Plays for school/district/ county teams.					
8-	Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Players can perform a lay-up shot with consistency in game situations and understand their role perfectly within a zonal defensive system.					
7	An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. Players can perform a lay-up shot with consistency in game situations and understand their role perfectly within a zonal defensive system.					✓
6	Good basketball skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Players can perform a lay-up shot with some success in game situations and understand their role within a zonal defensive system.				✓	
5	Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Players can perform a lay-up shot in practice situations and understand their role within a zonal defensive system.			✓		
4	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance.		✓			
3	Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with coordination and control. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others.	✓				

<b>2</b>	Can explain and describe the main teaching points for passing/shooting and dribbling. Pupils can perform some techniques (passing/dribbling and shooting) with some co-ordination and control during static or small sided situations. Has some understanding of how to improve their performances.					
<b>1</b>	Can list most of main teaching points for the basic skills of passing, shooting and dribble. Can perform some basic skills in practice situations but lack control and consistently especially in game situations (e.g - static coaching drills in pairs)					

# Cricket

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
<b>9</b>	Can perform and replicate techniques to a consistently high level showing control, accuracy and timing. Has the ability to influence and control game situations and applies tactics and rules accordingly. Will outwit opponents regularly and with ease. Understand and evaluates own and peers performance to see how skills, tactics and strategies and fitness affect overall team effectiveness.					
<b>8</b>	Can perform and replicate techniques to a high level showing control, accuracy and timing. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opposition with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.					
<b>7</b>	Can use and replicate and excellent range of skills to outwit an opponent. An advanced level of shot selection and consistent technique when batting and accuracy & timing when bowling. Can analyse their own opponent's skills using sound technical knowledge, and plan ways to improve team and individual performance.					✓
<b>6</b>	Very good skill replication and shows control and timing in shot execution. Bowling is consistently a good length, batting shows sound application in dealing with different deliveries. Good ground fielding and accurate throws. Becoming more influential in the match by consistently outwitting opponents with ease. Evaluate performance of self and others using correct terminology.				✓	
<b>5</b>	Can select and accurately replicate a very good range of skills to outwit an opponent (bat bow and fielding). Can very bowling technique. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play.			✓		
<b>4</b>	Can accurately & consistently replicate batting and bowling technique. Can vary these and execute with success under pressure to outwit opponents. Can suggest some ways of improving their own performance.		✓			
<b>3</b>	Can replicate skills on most occasions with some control and direction. Technique often lacks consistency. Bowls (underarm) with control. Catches with varying success and can throw ball back with moderate aim. Is able to try tactics and think of ways to improve performance.	✓				
<b>2</b>	Can replicate skills (batting, bowling and fielding) on some occasions with little control. Technique regularly lacks consistency. Bowls (underarm) with control. Catching is with various amounts of success and throwing is with a lack of aim. Recognises coaching points that could be used to improve performance.					

<b>1</b>	Can replicate skills (batting, bowling and fielding) in a static situation with little control. Technique lacks consistency in static positions. Bowls (underarm) with inconsistent accuracy. Catching is with little success and throwing is off target. Does not understand how performance can be improved or recognise key coaching points.					
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# DANCE

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
<b>8-10 Top GCSE student</b>	<ul style="list-style-type: none"> <li>Consistently choose and use advanced skills, performing with expression, fluency and accuracy</li> <li>The student will consistently show initiative and originality in composing work, using technical choreographic principles</li> <li>They consistently apply appropriate knowledge and understanding of health and fitness aspects of their work</li> <li>They evaluate their own and others work, showing that they understand how skills, composition, and fitness relate to and affect the quality and originality of performance</li> <li>They reach judgements independently about how their own and others performance could be improved, prioritising aspects for further development</li> </ul>					
<b>7</b>	<ul style="list-style-type: none"> <li>Regularly choose and use advanced skills</li> <li>Performed precisely, using a wide variety of techniques</li> <li>Show excellent control</li> <li>Show a wide variety of original ideas</li> <li>The student will show initiative and originality in composing work, using choreographic principles</li> <li>The student will have confidence in leading others in warm up dance activities</li> <li>The student can lead others, prioritise action and implement ideas to improve performance</li> </ul>					✓
<b>6</b>	<ul style="list-style-type: none"> <li>Use actions that suit the activity</li> <li>Show that actions are regularly precise, flowing and controlled</li> <li>The student, will be able to work on their own to devise and present their own dance ideas</li> <li>The student will warm up and cool down effectively using their own ideas</li> <li>The student can reflect on their own and others work and make decisions that improve their performances</li> </ul>				✓	
<b>5</b>	<ul style="list-style-type: none"> <li>Regularly choose and link different actions and ideas to make my dance</li> <li>Perform different dance styles</li> </ul>			✓		



	<ul style="list-style-type: none"> <li>• Use actions that regularly flow, are controlled and precise</li> <li>• The student will be able to, with help, present their own ideas</li> <li>• The student will warm up and cool down effectively</li> <li>• With help, the student can identify where dance can be improved</li> </ul>					
<b>4</b>	<ul style="list-style-type: none"> <li>• Choose, use and link actions smoothly and accurately most of the time</li> <li>• Perform with control</li> <li>• Use actions that nearly always flow from one to the next</li> <li>• Show ideas/themes through my actions</li> <li>• The student will need some help in presenting their own compositional ideas</li> <li>• The student will warm up effectively with ideas given to them</li> <li>• The student can identify areas of their work that need improvement</li> </ul>		✓			
<b>3</b>	<ul style="list-style-type: none"> <li>• Perform and sequence basic actions with control and co-ordination</li> <li>• Choose and use actions at the right time</li> <li>• Use simple dance principles e.g. cannon, unison, meeting and parting, etc.</li> <li>• Give reasons why warming up before an activity is important, and why physical activity is good for their health</li> <li>• They can see how their work is similar to and improve their own and others performance</li> </ul>	•				
<b>2</b>	<ul style="list-style-type: none"> <li>• Perform some basic actions</li> <li>• Choose and use actions at the right time occasionally</li> <li>• Start to use simple dance actions e.g. cannon, unison</li> <li>• Start to understand what is involved in a warm up</li> <li>• Begin to comment on others performances</li> </ul>					
<b>1</b>	<ul style="list-style-type: none"> <li>• Movements lack fluency and co-ordination</li> <li>• Pupil struggles to do simple dance actions</li> <li>• Pupil can follow a basic warm up</li> <li>• Pupil can comment on what they enjoyed about a performances</li> </ul>					

# Football

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
9	Performs skills with creatively and skills remain high even when under pressure from opponents. Performs well in the school/district or county teams. Can adapt tactics or strategies to outwit opponents regularly. Decision making is of an elite standard in game situations, even when under pressure from high level performers					
8	Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situations and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performances and can see how skill, tactics, strategies and fitness affect overall team effectiveness.					
7	An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge and plan ways to improve team and individual performance.					✓
6	Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further.				✓	
5	Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques.			✓		
4	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performances.		✓			
3	Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Tactically, awareness is improving and response to situations has started to vary. Can see the differences between their performance and others. Can suggest ways to improve performances.	✓				
2	Can explain and describe the main teaching points for passing/shooting and dribbling. Pupils can perform some techniques (passing/dribbling and shooting) with some co-ordination and control during static or small sided situations. Has some understanding of how to improve their performances.					
1	Can list most of main teaching points for the basic skills of passing, shooting and dribble. Can perform some basic skills in practice situations (e.g - static coaching drills in pairs)but lack both control and consistency especially in game situations.					

		<h1>GYMNASTICS</h1>					AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP				
		Y7	Y8	Y9	Y10	Y11					
<b>8-10 Top GCSE student</b>	Able to develop their own original ideas and adapt appropriately to the changing demands performing with flair and consistent precision, control and fluency. Able to take weight on my hands, perhaps using apparatus as support. I have the spatial awareness to perform inverted balances. Able use imaginative ways to express and communicate my ideas and entertain an audience. Able to plan and lead a warm up for myself and others and include compositional ideas. Able to comment on own and others showing that they understand how skills, composition and fitness relate.										
<b>7</b>	Able to perform a variety of balances, rolls and rotations transferring weight between different body parts (e.g. feet to hands) showing flair, tension, extension and control. Perform a variety of balances, rolls and rotations on the floor and on the apparatus (beam,double ropes) showing tension, extension and control. Use rolls and rotations to bring about changes in direction and speed during sequences. Able to select actions which will both challenge and develop learning. Pupil can use imaginative ways to express and communicate ideas by linking balances together accurately with tension, extension and control. Choose compose a sequence of appropriate rolls/rotations showing changes in direction/pathway with precision and control. Plan and lead a warm up for others and include compositional ideas. Able to identify the strengths and weaknesses of own and others performance and use appropriate terminology.					✓					
<b>6</b>	Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.				✓						
<b>5</b>	Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances.			✓							

4	Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve.		✓			
3	Able to perform a number of agilities rolls and balances with reasonable control and can use these to make up a simple sequence. Tries to improve own performance afterseeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics.	✓				
2	Perform very basic jumps, balances, rolls and turns with some control and with help, put their skills into a routine. Pupils can start to identify strengths and weaknesses of their own and others performances. Pupils can perform a basic warm up when teacher led.					
1	Start to perform very basic balances, jumps and turns. Start to show some understanding of how to put a routine together. Can start to make small improvements when given feedback. Start to understand why it is important to warm up.					

# Hockey

Possible differentiating SKILLS:

**AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP**

Y7    Y8    Y9    Y10    Y11

<p><b>8-10 Top GCSE student</b></p>	<p>Can <b>perform the game to a high level</b> showing flair and originality. Has the ability to <b>influence within the game situation and outwit opponents using complex strategies.</b> Has excellent levels of fitness in order to perform at a consistently high standard Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Highly effective in any role on the pitch. Can lead set pieces e.g. short corners/ hit outs</p>	<ul style="list-style-type: none"> <li>• Reverse stick hit</li> <li>• reverse stick receive</li> <li>• drag flick</li> <li>• block tackle</li> <li>• fitness for game</li> <li>• Overhead (where applicable)</li> </ul>					
<p><b>7</b></p>	<p>An <b>advanced level of skill</b> and technique is evident most of the time even under pressure and when outwitting an opponent. <b>Can adapt and apply these to suit both defensive and attacking situations.</b> Can <b>analyse their own opponent's play using sound technical knowledge</b>, and plan ways to improve team and individual performance. Can play a variety of roles on the pitch Understands how to organise set pieces and is fully involved them.</p>	<ul style="list-style-type: none"> <li>• INDIAN DRIBBLE PAST OPPONENTS SUCCESSFULLY</li> <li>• RECIEVE ON REVERSE SIDE</li> <li>• JAB TACKLE</li> <li>• Pass &amp; receive at speed</li> <li>• UNDERSTAND UMPIRING</li> </ul>					<p>✓</p>
<p><b>6</b></p>	<p>Shows a <b>good skill level and shows vision within game situations.</b> Will become more influential in the game and outwit opponents with ease. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further.</p>	<ul style="list-style-type: none"> <li>• <b>Positions/roles on the pitch</b></li> <li>• <b>Understands rules</b></li> <li>• Dribbling with control and at speed</li> <li>• Tackling effectively</li> <li>• Pass with accuracy</li> <li>• Stop the ball the majority of the time</li> </ul>			<p>✓</p>		

5	Can <b>consistent replicate skills with control</b> and response to opposition pressure. Able to <b>demonstrate a sound level of tactical awareness</b> and can respond to changing situations by refining their skills and techniques. Can select a <b>very good range of skills to outwit an opponent</b> . Can suggest ways to improve performances.	<ul style="list-style-type: none"> <li>• <b>Play a full role in small sided games</b></li> <li>• <b>Can stop and pass the ball</b></li> <li>• <b>Doesn't just hit the ball away</b></li> </ul>			✓		
4	Can <b>use skills and techniques together with accuracy</b> to outwit opponents. Can <b>demonstrate skills successfully</b> and begins to <b>understand importance of strategy and tactics</b> when attacking. Can control and pass a ball successfully. Able to <b>compare their own and others work</b> and see the differences so that they can improve their own performance.	<ul style="list-style-type: none"> <li>• <b>Tackle successfully</b></li> <li>• <b>Keep the ball away from their feet</b></li> <li>• <b>Hit</b></li> <li>• <b>Push pass</b></li> <li>• <b>Can perform all skills in isolation and most in a competitive situation</b></li> </ul>		✓			
3	Can use basic techniques in a small sided game and can pass with <b>reasonable accuracy</b> . Can <b>demonstrate techniques</b> usually applied with co-ordination and control to gain an advance over an opponent. <b>Tactically awareness is improving</b> and response to situations has started to vary.	<ul style="list-style-type: none"> <li>• <b>Open side pass</b></li> <li>• <b>Open side stop</b></li> <li>• <b>Dribble with some control</b></li> <li>• <b>Pass to a team member</b></li> <li>• <b>Shoot</b></li> </ul>	✓				
2	Primary school skills						
1	Primary school skills						

# NETBALL

AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP

		Y7	Y8	Y9	Y10	Y11
<b>8-10 Top GCSE student</b>	Can perform in the game to a high level showing flair and originality. Has the ability to be an influence within the game situation and outwit opponents using complex strategies, while hardly ever being outwitted themselves. Understands and evaluates performance and create fitness programmes for themselves and others. They almost always produce the intended results/accuracy					
<b>7</b>	An advanced level of skill and technique is evident even under pressure and when outwitting an opponent. Can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. They regularly produce the intended results/accuracy					✓
<b>6</b>	Good skill level and shows vision within game situations. Becoming more influential in the game outwitting opponents easily. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. They sometimes produce the intended results/accuracy				✓	
<b>5</b>	Can consistently replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances			✓		
<b>4</b>	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. They occasionally produce the intended results/accuracy		✓			
<b>3</b>	Can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with coordination and control. Can demonstrate techniques usually applied with coordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. They occasionally produce the intended result/accuracy	✓				
<b>2</b>	Shows only limited technique and accuracy in the performance of a few basic techniques. They rarely outwit opponents and are usually outwitted themselves. They have limited tactical ability in the position they play and in					

	open play. The effectiveness is limited to rare occasions and is seldom significant to the game. They may not produce the intended results/accuracy					
<b>1</b>	Techniques are poor, as is contribution to the game play. They have little understanding of how the game is played and as a result is not effective in any given situation. There is nothing worthy of credit					



		<b>ROUNDERS/SOFTBALL</b>					<b>AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP</b>				
		Y7	Y8	Y9	Y10	Y11					
<b>8-10 Top GCSE student</b>	Can perform and replicate techniques to a high level showing control, accuracy and timing. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opposition with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.										
<b>7</b>	Can use and replicate an excellent range of skills to outwit an opponent. An advanced level of skill and consistent technique when batting and accuracy & timing when bowling. Can analyse their own opponent's skills using sound technical knowledge, and plan ways to improve team and individual performance.					✓					
<b>6</b>	Very good skill replication and shows control and timing in batting & bowling execution. Bowling is consistently accurate. Ground fielding is good and throws are precise. Becoming more influential in a game consistently outwit opponents. Evaluate performance of self and others using correct terminology.				✓						
<b>5</b>	Can select and accurately replicate a very good range of skills to outwit an opponent (bat, bowl and field displaying reasonable control and accuracy). Can vary bowling technique to outwit batter. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play.			✓							
<b>4</b>	Can accurately and consistently replicate batting and bowling technique. Can vary these skills even under pressure and outwit opponents well. Can suggest some ways of improving their own performance. Can explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.		✓								
<b>3</b>	Can replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls with some control. Catches with varying success and can throw ball back with moderate aim. Is able to try tactics and think of ways to improve performance.	✓									
<b>2</b>	Technique regularly lacks consistency. Can perform simple under arm throws but tend to be inaccurate and weak. Struggles performing over arm throws. Batting technique is accurate but rarely makes contact with the ball. Can explain one or two rules.										

1	They have little understanding of how the game is played and as a result don't contribute in game situations. Technique is poor.					
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		<b>RUGBY</b>					<b>AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP</b>				
		<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>					
<b>8-10 Top GCSE student</b>	Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situations and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performances and can see how skill, tactics, strategies and fitness affect overall team effectiveness.										
<b>7</b>	An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge and plan ways to improve team and individual performance.					✓					
<b>6</b>	Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc. have been used and suggest ways to improve further.				✓						
<b>5</b>	Control of the ball in hand is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques.			✓							
<b>4</b>	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking and defending. Able to compare their own and others work and see the differences so that they can improve their own performances.		✓								
<b>3</b>	Can use basic techniques in a small sided game and can pass and tackle with reasonable accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Tactically, awareness is improving and response to situations has started to vary. Can see the differences between their performance and others. Can suggest ways to improve performances.	✓									
<b>2</b>	Can apply a variety of rules in the Tag Rugby game. Can achieve consistency with handling, tagging and scoring skills. Can make basic decision making strategies during a game situation. Can identify mistakes and correct them.										
<b>1</b>	Can adapt and develop basic handling skills in Tag Rugby. Can develop agility and balance when running with the ball. Can develop basic attacking and defensive positions.										

		<h1>Tennis</h1>	AVERAGE GRADE YOU SHOULD BE AIMING FOR EACH YEAR GROUP				
			Y7	Y8	Y9	Y10	Y11
			Possible differentiating SKILLS:				
<b>8-10 Top GCSE student</b>	Can perform and replicate shots to a high level showing control, accuracy and timing. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.	<ul style="list-style-type: none"> <li>• <b>Variety of Serves</b></li> <li>• <b>Use of lob successfully</b></li> <li>• <b>Controls the point</b></li> <li>• <b>Controls doubles play</b></li> </ul>					
<b>7</b>	Can use and replicate an excellent range of shots to outwit an opponent. Use of shots is excellent showing some spin & slice on both forehand and backhand side. An advanced level of skills/ shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance.	<ul style="list-style-type: none"> <li>• <b>Spin</b></li> <li>• <b>Slice</b></li> <li>• <b>Uses variety of shots to move opponent</b></li> <li>• <b>Position in doubles</b></li> </ul>					✓
<b>6</b>	Very good skill replication and shows control and fluency within a rally. Becoming more influential in the match consistently outwit opponents with ease. Can change strategies and tactics to exploit opponents' weaknesses. Evaluate performance of self and others using correct terminology.	<ul style="list-style-type: none"> <li>• <b>Volley</b></li> <li>• <b>Overhead serve</b></li> <li>• <b>Match tennis balls</b></li> </ul>				✓	
<b>5</b>	Can select and accurately replicate a very good range of skills to outwit and opponent. Control of the ball is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their shot selection. Can suggest ways to improve performances.	<ul style="list-style-type: none"> <li>• <b>Underarm serve</b></li> <li>• <b>Backhand</b></li> <li>• <b>Topspin forehand</b></li> <li>• <b>Scoring</b></li> <li>• <b>Green tennis balls</b></li> </ul>			✓		

4	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand the importance of strategy and tactics when attacking. Maintain a conditioned rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Uses basic game strategy effectively	<ul style="list-style-type: none"> <li>• <b>Can use red/orange tennis balls to rally and attempt serving in a small court.</b></li> <li>• <b>Scoring</b></li> </ul>		✓			
3	Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy. Can demonstrate techniques usually applied with coordination and control to gain an advantage over an opponent, Is able to try tactics and think of ways to improve performance.	<ul style="list-style-type: none"> <li>• <b>Can maintain a rally on a small court</b></li> </ul>	✓				
2							
1							