

ATHLETICS	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING (NEED TO COMPLETE)	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques in the majority of the athletic disciplines. These skills and techniques result in times, distances and heights being above age expected standards for year 9.	Students are capable of making decisions having selected from the full range of techniques and are consistently successful in their choices. Running/throwing and jumping tactics are implemented when necessary to a good standard.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques in most athletic disciplines. These skills and techniques result in times, distances and heights being above age expected standards (yr 8) or in line with age expected standards (yr 9).	Students are capable of making decisions having selected from a high number of potential techniques and implement numerous race tactics with relatively high success rate.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques in most athletic disciplines. These skills and techniques result in times, distances and heights being above age expected standards (yr 7), in line with age expected standards (yr 8) or around age expected standards (yr 9).	Students are capable of making decisions having selected from a good number of potential techniques and can implement a race tactic with regular success.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. Event techniques are developed and can be altered depending on situation. E.g. running style, high jump technique.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques in numerous athletic disciplines. These skills and techniques result in times, distances and heights being inline with age expected standards (yr 7), around age expected standards (yr 8) or well below age expected standards (yr 9).	Students are capable of making decisions having selected from a fair number of potential techniques and are aware of race tactics and are quite often successful in their choices.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When to 'kick' in a middle distance race.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques in a small number of athletic disciplines. These skills and techniques result in times, distances and heights being around age expected standards (yr 7) or well below age expected standards (yr 8).	Students are capable of making decisions having selected from a small number of potential techniques and are sometimes successful in their choices.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Event techniques are basic with some elements of attempting more developed techniques.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques in a small number of athletic disciplines. These skills and techniques result in times, distances and heights being well below age expected standards for year 7.	Students are capable of making decisions having selected from a very small number of potential techniques and are rarely successful in their choices.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Basic event technique.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

BADMINTON	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of shot options and are consistently successful in their choices. Decisions are made at high relative speed, which will involve anticipation and pre-shot triggers given away by the opponent.	Students are capable of applying an array of different and complex tactical and strategic ideas. They are able to alter plans quickly depending on the scenario presented within a point. All of below plus playing to the weaknesses of the opponent and their position in the point.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including OHC, drop shots, smash and lob. Serves are accurate and backhand OHC are attempted with some success. Skills are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. angles of shots based on opponents positioning and shot received) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional and strategic ideas. They are able to be quite flexible and alter plans depending on the scenario presented and the success of the current approach through the game.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including OHC, drop shots, smash and lob. Different serves are used to control the game and an attempt is made at backhand shots, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. pace of shots selected and which shots to string together) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult tactical and strategic ideas. They are able to alter their strategy during a point from defensive play to attacking play and are beginning to read a point quickly and accurately.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including OHC, drop shots and the smash. Two different serve can be shown. Students have a selection of shots which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. angles of shot hit and positioning in relation to the court) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult tactical, and strategic ideas. They are able to alter their tactics depending on the scenario presented by the opponent. Students will need to be reminded of options available but will consider the opponent in their approach.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including an OHC and net shot which are quite often effective in practice situations and sometimes effective in competitive/performance situations. Contact with the shuttle is improving and it usually goes over the net.	Students are capable of making decisions having selected from a small number of options including when to attack and when to defend and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic tactical and strategic ideas. They are fairly fixed in the plans they adopt. Students will work towards their preferred shots and be more concerned with their own play rather than that of opponent.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including an overhead clear which are rarely successful in practice situations. Contact is made with the shuttle but it does not often go over a full size net.	Students are capable of making decisions having selected from a very small number of options revolving around shot selection. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic, tactical and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Playing straight mid-court strokes in a rally.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

BASKETBALL	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as jump shot, floater, runner, crossover dribble and screen setting which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus help defence and re-spreading the floor (following a defence collapsing in).	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including jump stop/pivot, passing, set shot, lay-up, cuts and ball handing/dribbling skills, which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. cut to or pop from the basket) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. Possible identification of skill mismatches.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including jump stop/pivot, passing, set shot, lay-up, cuts and ball handing/dribbling skills, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. choice of pass, dribble style and direction) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. How to influence the game when 'off the ball' to include awareness of team mates and manipulation of defenders.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including jump stop/pivot, passing, set shot, lay-up, cuts and ball handing/dribbling skills, which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. chest pass, bounce pass, overhead, shoot) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When to go to the basket and when to move the ball around the perimeter.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including jump stop/pivot, passing, set shot and lay-up which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (pass, dribble, shoot) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Positional ideas are beginning to come to the fore here.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including passing and a low level jump stop which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options (pass, dribble, shoot) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. basic spacing on the floor.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

CRICKET	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including advanced fielding, a variety of strokes off both the front and back foot using both sides of the wicket and a legal bowling action with accuracy and several variations which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus how to pressurise both the batting and bowling team through a range of different methods.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including a high level of ground fielding, front and back foot strokes and a legal bowling action with strong variations in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. Cut/pull shot, length of delivery) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. How to influence the game through different field placing	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including appropriate ground fielding, pull shot and a legal consistent bowling action which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. Short/long barrier, cover drive/forward defensive, where to bowl) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. How to influence the game through variations in their batting and bowling.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including, short barrier, cover drive and a legal bowling action. These are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. Short/long barrier, attacking/defensive stroke) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When to attack and defend through batting in a game.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques including long barrier, forward defensive and a legal but inconsistent bowling action. These are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (e.g. underarm/overarm throw, attacking/defensive stroke) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Attacking and defensive ideas are beginning to come to the fore here. E.g. Field placing.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques, including basic ground fielding, throwing and catching, striking the ball and delivering the ball through a bowling technique that may not always be legal. These skills will be rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options (underarm/overarm throw, attacking/defensive stroke) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Basic field placing.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

DANCE	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of performing complex solos or group work with clarity, control and performance presence. Students use their emotions to bring performance to life during performance and help others to do the same. Performance has a real connection to the audience.	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below with excellent links to the starting stimuli.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of performing individually with performance presence, control and extension. Levels, including contact work, are clear and travel is interesting and dynamic. Students use their emotions with success during the performance and help others to perform also.	Students are capable of making decisions having selected from a high number of options and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different compositional ideas, such as dance by chance. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. Group routines show differing complexities for differing strengths within the group.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of performing complex movements with a clear dynamic change and some performance presence. Performances have flow, control and balance. Musicality links with dynamic change. Students use their emotions with some success during the performance and show no sign of nerves.	Students are capable of making decisions having selected from a good number of options (e.g. Actions – what? Dynamics – how? Relationships – who?) And are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult compositional ideas. They are able to alter their plans over time depending on the scenario presented. All actions are linked complexly, dynamics develop the theme of the piece with climax seem with some success. Group work shows some contract and complementary movements and the dance has unity.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of working at different levels demonstrating routines with flow and characterisation. Travel is effective and performance has confidence. Students show a determined performance in some challenging situations.	Students are capable of making decisions having selected from a good number of options (e.g. Actions – what? Relationships – who?) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying moderately difficult composition. They are able to alter their plans depending on the stimulus but will need to be prompted to do this. Routines have 6/7 movements with complex actions linked together, a clear start, middle and end and an attempt at dynamic interest.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted attempting to use key words.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of performance in a solo or group sequence, showing some clarity in movements. Students show a range of levels, musicality and characterisation. Students have the confidence to have a go and face challenging situations with help.	Students are capable of making decisions having selected from a small number of options (turn, jump, travel) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional ideas. They are fairly fixed in the plans they adopt. Routine have 4/5 movements, including jumps, turns, travel and gestures. Some dynamic change is seen. Group work shows interest including canon and unison.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting. Students find it difficult to use key terminology.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of a limited range of movements, being aware of the beat but not always moving in time. Students can still help the group with ideas at a basic level. Students have some confidence, but avoid challenge situations	Students are capable of making decisions having selected from a very small number of options (turn, jump, travel) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional ideas. Routines can be repetitive and students need help to make them longer	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

FOOTBALL	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as volleys, half volleys, ball control with all body parts, passing, shooting with both feet and heading both attackingly and defensively that are consistently effective in practice situations and competitive/performance situations.	Students are capable of making decisions having selected from the full range of options (e.g. understanding the roles of each player and knowing when to attack and defend; midfielder will stay if another goes forward. These decisions are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus defensive and attacking shape understanding, organisation and execution.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including retaining possession using all types of passing and ball manipulation, crossing, heading, finishing and tackling which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. type of cross; whether to hang it up, pull it back or feed it across goal) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. Possible identification of skill mismatches. (Identify a left footed player early and adapt correct defensive technique).	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level defensive and attacking skills and techniques, including defending as a unit, passing, dribbling and shooting with both feet which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. choice of pass, choice of shot and choice of defensive technique) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. How to influence the game when 'off the ball' to include awareness of team mates and manipulation of defenders. Can communicate and organise teammates.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid defensive and attacking skills and techniques, including lofted passing, tackling, heading and dribbling which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. Short pass, long pass, to feet, into space) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When and how to apply defensive and attacking shape in a game.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic defending and attacking skills and techniques, including short and long passing, ball control, jockeying and shooting which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (pass, dribble, shoot) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Positional ideas are beginning to come to the fore here. E.g. shape	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including some short passing and ball control which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options (pass, dribble, shoot) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Basic spacing on the pitch.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

GYMNASICS CHEERLEADING TRAMPOLINING	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including shape jumps, twists, and landings, which show a consistently effective use of body tension, control, fluency and height in practice situations and when performed as a routine.	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. Skills are selected for sequence development, linking at least 10.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including travel, levels, jumps, transfer of weight & balances and in addition lifts, arm movements, shape jumps, twists, and landings, which show a consistently effective use of body tension, control, fluency and height in practice situations and regularly effective when performed in a sequence/routine.	Students are capable of making decisions having selected from a high number of options (e.g. skills and techniques relative to either gymnastics, cheerleading or trampolining) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. Skills are selected for sequence development, linking at least 10.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including travel, levels, jumps, transfer of weight & balances and in addition lifts, arm movements, shape jumps, twists, and landings, which show a regular effective use of body tension, control, fluency and height when performed in practice and mostly effective when performed as a sequence/routine.	Students are capable of making decisions having selected from a good number of options (e.g. skills and techniques relative to either gymnastics, cheerleading or trampolining) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional ideas. They are able to alter their plans over time depending on the scenario presented. Skills are selected for sequence development, linking at least 10.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including travel, levels, jumps, transfer of weight & balances and in addition lifts, arm movements, shape jumps, twists, and landings, which show a mostly effective use of body tension, control, fluency and height when performed in practice and quite effective when performed as a sequence/routine.	Students are capable of making decisions having selected from a fair number of options (e.g. skills and techniques relative to either gymnastics, cheerleading or trampolining) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. Skills are selected for sequence development, linking at least 9.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including travel, levels, jumps, transfer of weight & balances and in addition lifts & arm movements, which show a quite effective use of body tension, control and fluency when performed in practice and sometimes effective when performed as a sequence.	Students are capable of making decisions having selected from a small number of options (e.g. skills and techniques relative to either gymnastics, cheerleading or trampolining) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional ideas. They are fairly fixed in the plans they adopt. Skills are selected for sequence development, linking at least 7.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including travel, levels, jumps, transfer of weight & balances, though when performed in practice they lack body tension, control and fluency.	Students are capable of making decisions having selected from a very small number of options (e.g. skills and techniques relative to either gymnastics, cheerleading or trampolining) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional ideas. Approach will be inflexible and prompting will be needed regularly. Suggested skills for sequence development, linking at least 5.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

HRF	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students' theory knowledge, along with their capabilities of executing skills and techniques and completing fitness tests are beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of completing a wide range of circuit training skills and techniques with a perfect execution. Fitness tests will be completed comfortably by students and theory knowledge is excellent with an understanding of all HRF aspects. Training, Health, Heart, Muscles, Respiratory system.	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices (e.g. accurate decisions on which principles and methods of training to utilise when planning a session)	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus effective application of both principles and methods of training during a training session.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of completing a wide range of circuit training skills and techniques with a solid execution. Fitness tests will be completed comfortably by students and theory knowledge is strong with an understanding of all training methods/principles, fitness components and an initial understanding of Heart and muscles.	Students are capable of making decisions having selected from a high number of options (e.g. principles of training to utilise when planning a session) and are usually successful in their choices. Informed decisions have been made about leading an active, healthy lifestyle which are having a profound effect on performance.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. how and when to apply progressive overload to a training session.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of completing a good range of circuit training skills and techniques with execution gaining consistency. Fitness tests will be completed relatively comfortably by students and theory knowledge is good with an understanding of training methods/principles.	Students are capable of making decisions having selected from a good number of options (e.g. methods of training for specific sports) and are regularly successful in their choices. Decisions around which principals of training to utilise are becoming evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. how and when to increase their pace in a fitness test. How to alter the exercise at a station in order to make it easier or harder.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of completing a fair range of circuit training skills and techniques whilst execution is improving. Fitness tests will be hard for students and theory knowledge is sound with an understanding of some training methods/principles.	Students are capable of making decisions having selected from a fair number of options (e.g. appropriate fitness test selected for component of fitness) and are quite often successful in their choices. Decisions on leading an active, healthy lifestyle are evident in performance.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. when to change pace during a fitness test.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of completing some basic circuit training skills and techniques although execution is often inconsistent. Fitness tests will be demanding for students and theory knowledge is basic with an understanding of some warm up and cool- down aspects.	Students are capable of making decisions having selected from a small number of options (e.g. appropriate warm up activities) and are sometimes successful in their choices. Decisions on leading an active, healthy lifestyle are sometimes evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. E.g. sticking at one pace throughout the cooper run/mile run.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of completing a limited range of circuit training skills & techniques although execution is often incorrect. Fitness tests will be extremely challenging for students and theory knowledge is limited with a narrow understanding of benefits.	Students are capable of making decisions having selected from a prescribed number of options (e.g. work to rest ratio for circuit training) but are rarely successful in their choices. Decisions on leading an active, healthy lifestyle are not evident.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. running technique/tips – run to the next tree etc.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

NETBALL	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as running pass, blocking, holding and double dodge which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. E.g. By "pushing line" when defending down the court.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including front cut, stage 3 defending and strong passing which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. Front cut to receive the ball to then clear and drive onto the next ball) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. When to speed play up and up and when to slow it down.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including accurate passing, good footwork, both stage 1 and 2 defending plus effective dodging which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. choice of pass and when to make a clear movement) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. When to keep possession by passing the ball back to then start play again.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including turn in the air, varied passing, stage 1 defending and some movement which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. chest pass, shoulder pass, overhead) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. Knowledge of their position and their job throughout the game.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including some footwork, chest passing and attempt to dodge which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (e.g. to attempt an interception) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. E.g. Who takes a penalty/free pass.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including average passing and catching with minimal movement which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options (e.g. run forward) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Basic spacing.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

ROUNDERS	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones: throwing, catching over varying distances, batting (forehand and backhand, creating pressure for fielders), bowling (backspin) and fielding under pressure (long and short barriers) which are consistently effective in practice situations and competitive situations	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of the below to include: creating pressure for fielders when batting; shifting fields to different batters.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including throwing & catching over varying distances, batting (forehand, creating pressure for fielders, development of backhand required), bowling (with variation) and fielding (long and short barriers), which are consistently effective in practice situations and regularly effective in competitive situations.	Students are capable of making decisions having selected from a high number of options (e.g. Different type of shot when batting) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. Bowling starts to show varying technique (attempt at different spin options)	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including throwing, catching (over short distances, long may vary), batting (anticipate speed and spin), bowling and fielding (long and short barriers), which are regularly effective in practice situations and mostly effective in competitive situations.	Students are capable of making decisions having selected from a good number of options (e.g. whether to use 'twinning' or throw it on the bounce) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. Batting starts to show an ability to place the ball away from the fielders.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including: throwing & catching over short distance, long may vary, batting (constant speeds), bowling and fielding (long and short barriers), which are mostly effective in practice situations and quite often effective in competitive situations.	Students are capable of making decisions having selected from a fair number of options (e.g. Short/long barrier, which type of delivery to bowl) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. Putting pressure on fielders with aggressive base running.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including throwing & catching over short distances, batting, bowling and fielding (long and short barriers) which are quite often effective in practice situations and sometimes effective in competitive situations.	Students are capable of making decisions having selected from a small number of options (e.g. underarm/overarm throw, which base to throw to) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Positional ideas are beginning to come to the fore here as students understand different roles.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including throwing, catching, batting, bowling and fielding which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options (underarm/overarm throw) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. How deep to stand in the field.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

RUGBY	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as spin pass, crocodile roll, offload, switch and scissors which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus different defensive systems E.g. Rush or drift defence.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including tackle, pass, offload, ball presentation, evasive running and rucking, which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (E.g. Hit breakdown or join offensive/defensive line) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. Possible identification of mismatches (overlaps, forwards vs backs).	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including tackle, pass, offload, ball presentation, evasive running and rucking, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. Pass, run, offload, tackle, ruck) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. How to influence the game when 'off the ball' to include awareness of team mates and manipulation of defenders.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including tackle, pass, ball presentation, evasive running and rucking, which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (E.g. Pass, run, tackle, and ruck) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When to spread the ball wide and when to keep it tight.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including tackle, pass, ball presentation and evasive running which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (pass, run, tackle) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Positional ideas are beginning to come to the fore here.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including passing and a basic tackle in isolation on their knees.	Students are capable of making decisions having selected from a very small number of options (pass, run) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Steep line in attack and flat line in defence.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

TABLE TENNIS	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as all those listed below plus some side spun shots, deep from the table shots including a loop and in/out footwork alongside side to side, which are consistently effective in practice situations and competitive/performance situations	Students are capable of making decisions having selected from the full range of shot options and are consistently successful in their choices. Decisions are made at high relative speed, which in table tennis will involve anticipation and pre-shot triggers given away by the opponent.	Students are capable of applying an array of different and complex tactical and strategic ideas. They are able to alter plans quickly depending on the scenario presented within a point. All of below plus playing to the weaknesses of the opponent and their position in the point.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including service variation, forehand and backhand drives, good defensive stroke and side-side footwork, which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (e.g. angles of shots based on opponents positioning and shot received) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional and strategic ideas. They are able to be quite flexible and alter plans depending on the scenario presented and the success of the current approach through the game.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr 9 Developing	Students are capable of executing a fair range of good level skills and techniques, including two types of serve with disguise, forehand and backhand drives and some defensive shots, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (e.g. pace of shots selected and which shots to string together) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult tactical and strategic ideas. They are able to alter their strategy during a point from defensive play to attacking play and are beginning to read a point quickly and accurately.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr 7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including two types of serve forehand and backhand push and drive, which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (e.g. angles of shot hit and positioning in relation to the table) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult tactical, and strategic ideas. They are able to alter their tactics depending on the scenario presented by the opponent. Students will need to be reminded of options available but will consider the opponent in their approach.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including serving and forehand and backhand push shots which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options including when to attack and when to defend and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic tactical and strategic ideas. They are fairly fixed in the plans they adopt. Students will work towards their preferred shots and be more concerned with their own play rather than that of opponent.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including basic serve and push stroke on forehand side which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options revolving around shot selection. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic, tactical and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Playing forehand push strokes in a rally.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

TENNIS	EXECUTION OF SKILLS &TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr 9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as slice and heavy top spin to most of their shots and serves which are consistently effective and challenging for the opponent in practice situations and competitive/performance situations.	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Shot selection is very good based on numerous variables. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus consideration of opponent's strengths and weaknesses in tactics adopted.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr 8 Mastering Yr 9 Securing	Students are capable of executing a wide range of good level skills and techniques, including accurate serving, volleying and ground strokes, which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (E.g. Whether to move in and play a volley or hold back for a ground stroke) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. To target the outer or inner line when serving.	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr 7 Mastering Yr 8 Securing Yr 9 Developing	Students are capable of executing a fair range of good level skills and techniques, including basic serving and correct movement around the court, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (E.g. choice of speed/angle on serve) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. To play a volley when appropriate to finish a point.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr 7 Securing Yr 8 Developing Yr 9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including accurate forehand and backhand strokes, which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (E.g. Whether to move and play their forehand or move to play a backhand) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. To apply more power to their forehand and then run to the net.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr 7 Developing Yr 8 Acquiring	Students are capable of executing some basic skills and techniques, including simple forehands and attempting a backhand which is sometimes effective in practice situations and occasionally effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (E.g. To turn side on and think about the height of the ball when planning a forehand) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the simple plans they adopt. E.g. To attempt to play the ball into space on the court.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr 7 Acquiring	Students are capable of executing a limited range of skills & techniques including basic forehands which are rarely successful in practice situations.	Students are capable of making decisions having selected from a very small number of options. E.g. Use of forehand or backhand. They are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. exchanging straight shots to maintain a rally.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.