



Students First
OUTWOOD
GRANGE ACADEMIES TRUST

Assessment Framework

Physical Education

This specification provides detail of the core knowledge, concepts and skills that must be covered in Physical Education across our Year 7 and 8 Curriculum. This document provides subject teachers with an age related assessment framework. This specification also outlines the breadth of study covered in a key stage 4 Sports qualification.

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Curriculum Specification	Physical Education
Physical Education	

Core Subject Content

Why is the study of Physical Education important?

Curriculum Planning

Curriculum Pathway for Year 7 & Year 8

Curriculum Pathway for key stage 4

Assessment

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Skills Guidance

Example of PS Report

Our course is delivered to reflect the objectives of our Trust's knowledge-rich curriculum ensuring its intent is specific so that content is clearly stated and delivered in varied ways, across different timeframes and allocations to be appropriate to student age related needs, capabilities, interests and aspirations.

Physical Education aims for students to foster a passion and desire to lead a healthy and active lifestyle during their school years and beyond.

The course's introductory design constantly seeks to prepare and encourage students to access further studies relevant to their current and future lives, experiences and aspirations.

Our Year 7 and 8 curriculum ensures content is suitably demanding, well sequenced and regularly revisited to coherently balance breadth and depth of study.

We aim to make the learning of Physical Education meaningful for learners so that students can enjoy the study of PE and be encouraged to study this further.

During key stage 4, students will continue to enjoy weekly PE lessons. For students opting to study Sports qualifications, they will explore and develop their skills and knowledge in a variety of sports, topics and scenarios.

Why is the study of Physical Education important?

Physical Education should inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for them to become more physically competent in ways which supports their health, fitness and wellbeing. Our curriculum offers all students the chance to compete in sport and other activities which build character and help to embed values such as fairness and respect.

Students should understand what makes a performance effective and how to apply these principles to their own and others' work. Students should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Across the study students will be taught to:

- Explore and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Develop technique and improve performance in competitive sports and physical activities
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse and evaluate their own and others' performances and demonstrate improvements
- Take part in competitive sports and activities outside school through community links or sports clubs.

How does the study of Physical Education support the study in other subjects?

The study of any subject in our curriculum takes full advantage of links with other subject areas. We term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once students can transfer their learning across topics and subject areas then they are really mastering what they know and how to apply their understanding and skills.

Physical education touches on so many other subjects such as mathematics, literacy, biology, music, geography and life. Students will learn methods of analysis and evaluation that are widely applicable to other subject areas helping their thinking in all subjects. Students will develop an array of skills comprising of how to outwit an opponent, how to work as a team

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and problem solve whilst instilling a resilience and self-confidence to persevere. Through developing these skills and qualities our students will be equipped with the knowledge and understanding to overcome adversity and succeed.

Research suggests that being physically activity generates a whole host of benefits including;

- Reducing the risk of diabetes, asthma, sleep disorders and other illnesses
- Increasing academic performance through increased concentration levels and more directed, composed behaviour
- Enhancing social assimilation. Activities in PE help students develop social interactions and explore the benefits of working with a variety of different students in an array of different situations
- Improving mental health and wellbeing
- Developing self-discipline as well as stretching students beyond their perceived physical capabilities.

Curriculum Pathway for Year 7 & Year 8 in Physical Education

Students will participate in a wide range of sports and physical activities throughout the academic year. Participation in sports yearly will deepen their knowledge, understanding and improve their performance and confidence.

Assessment Framework	Year 7	Year 8
Lead healthy, active lifestyles	<p>Students will explore a variety of sports:</p> <p>Athletics, Cross Country, Cricket, Badminton, Basketball, Football, Fitness, Gymnastics, Handball, Netball, Rugby, Rounders, Table Tennis, Tennis, Volleyball.</p> <p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> • Understand how to exercise safely • Describe how their body feels during an activity • Give reasons why warming up is important • Give reasons why physical activity is good for health 	<p>Students will explore a variety of sports:</p> <p>Athletics, Cross Country, Cricket, Basketball, Football, Fitness, Gymnastics, Handball, Netball, Rounders, Table Tennis, Tennis, Volleyball.</p> <p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> • Explain and apply basic concepts in preparing for exercise • Describe what effects exercise has on their bodies and why it is good for health
Develop competence to excel in a broad range of physical activities	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills and actions with control and coordination • Link actions that suit activities • Select and use basic skills, actions and ideas 	<ul style="list-style-type: none"> • Link and apply basic skills and ideas accurately • Attempt some complex skills and ideas successfully on occasions • Show some precision, control and accuracy
Use a range of tactics and strategies to overcome opponents in direct competition	<ul style="list-style-type: none"> • Identify the difference between attack and defence in different activities • Begin to show some understanding of simple tactics and basic compositional ideas 	<ul style="list-style-type: none"> • Understand tactics and strategies in different activities • Vary their response in direct competition and attack
Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best	<ul style="list-style-type: none"> • Describe and comment on their own and others actions • Use this understanding to improve their and others performance 	<ul style="list-style-type: none"> • Compare and comment on their own techniques and ideas and others work • Understand how to improve their own performance

Curriculum Pathway for Key Stage 4 in Physical Education

All students will participate in weekly core PE lessons in years 9, 10 and 11 and be provided with an effective learning experience through the 6 assessment windows.

Those students opting for an exam subject within Physical Education will be assessed through the criteria

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BTEC Tech Award in Sport, Activity & Fitness

Qualification	Content to be cover	Assessment me
<p>BTEC Tech Award in Sport, Activity and Fitness</p>	<p>How does the course work?</p> <p>Component 1- Understanding the Body and the Supporting Technology for sport and Activity</p> <ul style="list-style-type: none"> Investigate the impact of sport and activity on body systems Explore common injuries in sport and activity and methods of rehabilitation Understand how technological advances have impacted sport and activity. <p>Component 2- The Principles of Training, Nutrition and Psychology for Sport and Activity</p> <ul style="list-style-type: none"> Investigate how training can improve fitness for sport and activity Explore how a healthy diet, macro and micronutrients, and hydration are beneficial for sport and activity Understand how psychological factors such as motivation, self-confidence and anxiety can influence sport and activity <p>Component 3- Applying the Principles of Sport and Activity</p> <ul style="list-style-type: none"> Understand the fundamentals of sport and activity leadership Plan activity sessions for target groups Understand how to plan for health, fitness and diet. 	<p>Internally assessed assignments for the total course:</p> <ul style="list-style-type: none"> Throughout this component will be assessed through a variety of methods. This could include a written report containing an oral presentation, extended writing, a blog, a video, a PowerPoint® presentation etc. <p>External assessment = 40% of the total course:</p> <ul style="list-style-type: none"> This component is assessed through a written assessment set by Pearson. The external assessment is 1 hour and 30 minutes in length. The number of marks for this component is 40. The paper will contain short answer and extended answer questions to assess learners' understanding of the principles of training, nutrition and psychology and the factors that contribute to player engagement in sport and activity. <p>Internally assessed (synoptic) = 30% of the total course:</p> <ul style="list-style-type: none"> Students will use their knowledge and understanding to plan and deliver an engaging activity session. This component is designed to be synoptic (drawing together knowledge from the previous components) and is taken near the end of the course.

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How to use the Y7 & Y8 Praising Stars Assessment Framework:

Students should be assessed in each sport/activity area they study. This should be at the end of each block of activity (e.g. week 6 of 6). Students can be assessed in any one of the four strands or a combination of all of them. A line of best fit across all sports/activities covered should be used to determine their current attainment level.

Using the 'Expected Progression Flightpath' teachers will be able to enter a predicted attainment grade for the end of their exam qualification.

Attainment levels will be entered using the following:

Excelling: Working well above age related expectations (expected GCSE outcome of 8-9).

Exceeding: Working beyond age related expectation (expected GCSE outcome of 6-7).

Achieving: Working at age related expectation (expected GCSE outcome of 4-5).

Developing: Working towards age related expectation (expected GCSE outcome of 2-3).

Emerging: Working below age related expectation (expected GCSE outcome of U-1).

Attached to this document is a 'Skills Guidance' section which explains the basic, complex and advanced skills related to the strand 'Develop competence to excel in a broad range of physical activities'.

OGAT Y7 & Y8 Praising Stars Assessment Framework

Current Attainment	Lead healthy, active lifestyles	Develop competence to excel in a broad range of physical activities	Use a range of tactics & strategies to overcome opponents in direct competition	Analyse and evaluate own performance & demonstrate improvement across a range of physical activities to achieve personal best
6	<ul style="list-style-type: none"> ✓ Explain how to prepare and recover from activities. ✓ Explain how different types of exercise contribute to their fitness & health. ✓ Describe how they might get involved in other types of activities. ✓ Extremely active in lessons & extra-curricular clubs. 	<ul style="list-style-type: none"> ✓ Select & combine basic & complex skills, techniques & ideas. ✓ Apply them in ways that suit the activity, with consistent precision, control & fluency. 	<ul style="list-style-type: none"> ✓ When planning & performing, they draw on their knowledge of tactics & composition. ✓ Understand their own strengths & weaknesses. 	<ul style="list-style-type: none"> ✓ Analyse & comment on how skills, techniques & ideas have been used in their own & others work. ✓ Can suggest ways in which to improve.
5	<ul style="list-style-type: none"> ✓ Explain how the body reacts during different types of exercise. ✓ Can warm up & cool down in ways suitable for the activity. ✓ Explain why regular, safe exercise is good for fitness & health. ✓ Very active in lessons. 	<ul style="list-style-type: none"> ✓ Select, combine & apply their skills, techniques & ideas accurately & appropriately. ✓ Select some complex skills & use them successfully. ✓ Their performance shows a degree of precision, control & fluency. 	<ul style="list-style-type: none"> ✓ When performing, they can draw on what they know about strategy, tactics & composition. ✓ Demonstrate the principles of attack & defence. 	<ul style="list-style-type: none"> ✓ Analyse & comment on skills & techniques & how these are applied in their own & others work. ✓ Can modify & refine skills & techniques to improve their performance.
4	<ul style="list-style-type: none"> ✓ Explain & apply basic safety principles in preparing for exercise. ✓ Can describe what effects exercise has on their bodies & why it is important to health. 	<ul style="list-style-type: none"> ✓ Link & apply basic skills, techniques & ideas accurately & appropriately. ✓ Attempt some complex skills & use them successfully on occasion. ✓ Show some precision, control & fluency. 	<ul style="list-style-type: none"> ✓ Understand tactics & composition. ✓ Vary their response in defence & attack. 	<ul style="list-style-type: none"> ✓ Compare & comment on skills, techniques & ideas used in their own & others work. ✓ Understand how to improve their performance.
3	<ul style="list-style-type: none"> ✓ Give reasons why warming up before an activity is important. ✓ Give reasons why physical activity is good for health. 	<ul style="list-style-type: none"> ✓ Select & use basic skills, actions & ideas appropriately, applying them with coordination & control. 	<ul style="list-style-type: none"> ✓ Show that they understand tactics & composition by starting to vary how they respond. 	<ul style="list-style-type: none"> ✓ They can see how their work is similar to and different from others work. ✓ Use this understanding to improve their own performance.
2	<ul style="list-style-type: none"> ✓ Understand how to exercise safely. ✓ Describe how their body feels during different activities. 	<ul style="list-style-type: none"> ✓ They can copy, remember, repeat & explore simple actions with control & coordination. ✓ They vary skills, actions & ideas & link these in ways that suit the activities. 	<ul style="list-style-type: none"> ✓ They begin to show some understanding of simple tactics & basic compositional ideas. 	<ul style="list-style-type: none"> ✓ They can talk about differences between their own & others performance & suggest improvement.
1	<ul style="list-style-type: none"> ✓ Talk about how to exercise safely & how their body feels during an activity. 	<ul style="list-style-type: none"> ✓ Can copy & repeat simple skills & actions with basic control & coordination. ✓ Start to link actions in ways that suit activities. 	<ul style="list-style-type: none"> ✓ Identify the difference between attack & defence in different activities. 	<ul style="list-style-type: none"> ✓ Describe & comment on their own & others actions.

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OGAT Expected Progression Flightpath

Year 7	1	2	3	4	5
Year 8	2	3	4	5	6
Final grade	U-1 (U) Emerging	2-3 (L1P) Developing	4-5 (L2P/M) Achieving	6-7 (L2D) Exceeding	8-9 (L2D*) Excelling

Appendix 1

Skills Guidance (Basic, complex & advance skills)

Basketball		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Catch ● Pass – chest, bounce, shoulder ● Dribble – with best hand or both hands ● Basic man-to-man-marking 	<ul style="list-style-type: none"> ● Dodges ● Lay up ● Set shot ● Referee small games ● Half-court press 	<ul style="list-style-type: none"> ● Screening ● Blocking ● Set piece plays ● Referee a full game

Football		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Dribble ● Pass with instep ● Shoot with laces ● Basic tackling 	<ul style="list-style-type: none"> ● Play various positions ● Head – defensive & attacking ● Turns ● Volley ● Referee small games 	<ul style="list-style-type: none"> ● Protect the ball ● Evade tackles ● Referee a full game ● Act as a linesman

Handball		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Catch – standing & on the move ● Pass – chest, bounce, shoulder ● Dribble – with best hand or both hands 	<ul style="list-style-type: none"> ● Mark a player or space ● Jump throw & shot ● Shoot over arm ● Dribble with both hands effectively 	<ul style="list-style-type: none"> ● Screening ● Blocking ● Dodges ● Set piece plays ● Umpire a full game

Volleyball		
Basic skills	Complex skills	Advanced skills

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<ul style="list-style-type: none"> • Throw & catch • Dig & volley in practice • Serve underarm 	<ul style="list-style-type: none"> • Dig & volley in a game • Underarm serve with some accuracy 	<ul style="list-style-type: none"> • Serve, dig & volley effectively • Serve overarm • Spike • Defensive block
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Netball		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Catch – standing & on the move • Pass – chest, bounce, shoulder • Basic man-to-man marking 	<ul style="list-style-type: none"> • Follow footwork rule • Play different positions • Dodge • Mark a player • Umpire using simple rules 	<ul style="list-style-type: none"> • Set plays • Find space/time runs • Umpire a game • Zonal marking

Badminton		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Serve • Short rallies • Some overhead shots 	<ul style="list-style-type: none"> • Rally well • Overhead clear • Attacking drop shots • Score a singles game 	<ul style="list-style-type: none"> • Smash • Clears • Drop shots • Play effectively as doubles • Score a doubles game

Rugby		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Push pass • Pass backwards • Tackling from knee • Keeping a defensive/attacking line 	<ul style="list-style-type: none"> • Spin pass • Tackling from standing • Rucking • Line outs • Scrums 	<ul style="list-style-type: none"> • Tackling at speed & different angles • Maul • Set plays • Organising a defence

Gymnastics		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Simple rolls • Balances • Jumps • Simple sequences 	<ul style="list-style-type: none"> • Sequences & balances using apparatus • Paired sequences & routines 	<ul style="list-style-type: none"> • Effective landing and take-off using springboards & trampets • High level apparatus • Paired sequences

Rounders		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Throw underarm • Catch slow ball • Hit some balls 	<ul style="list-style-type: none"> • Hit most balls • Catch when fielding • Throw over arm • Understand most rules and use them in play 	<ul style="list-style-type: none"> • Direct shots with power • Catch & throw accurately in a game • Umpire a game

Cricket		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Throw underarm • Catch slow ball • Hit some balls • Bowl underarm 	<ul style="list-style-type: none"> • Use various shots • Catch when fielding • Throw overarm • Bowl from standing/2 steps 	<ul style="list-style-type: none"> • Direct shots with power • Catch & throw accurately in a game • Bowl overarm with a run up

Tennis		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> • Use the V-Grip • Serve underarm • Play a short rally • Play a forehand shot 	<ul style="list-style-type: none"> • Serve overarm • Lob shot • Play doubles • Forehand/backhand in a rally • Simple volley shots • Score a game 	<ul style="list-style-type: none"> • Forehand, backhand & serve with accuracy & consistency • Play spin/slice on the ball

Dance

Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Create simple actions ● Perform simple actions in front of an audience ● Demonstrate some stylistic qualities 	<ul style="list-style-type: none"> ● Create their own phrase independently ● Add dynamics to a sequence ● Perform with accuracy and control and the timing is good 	<ul style="list-style-type: none"> ● Demonstrate using god posture and alignment ● Use complex actions incorporating the use of levels and space ● Structure choreography in a logical order

Table Tennis		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Bat Grip ● Stance ● Play a forehand push ● Play a backhand push ● Serve ● Play a short rally 	<ul style="list-style-type: none"> ● Footwork ● Play a forehand drive ● Play a backhand drive ● Serve to outwit ● Play doubles ● Score a game ● Umpire a singles game 	<ul style="list-style-type: none"> ● Forehand, backhand & serve with accuracy & consistency ● Variation of serve; forehand fast, pendulum, backhand sidespin ● Play spin/flick on the ball ● Umpire both a singles and doubles game

Softball		
Basic skills	Complex skills	Advanced skills
<ul style="list-style-type: none"> ● Throw underarm ● Catch slow ball with a mit ● Hit some balls ● Bowl underarm 	<ul style="list-style-type: none"> ● Hit most balls and vary some shots ● Catch with a mit when fielding ● Throw accurately over arm ● Understand most rules and use them in play ● Bowling is mostly accurate 	<ul style="list-style-type: none"> ● Direct shots with power and accuracy ● Catch with a mit & throw accurately in a game ● Officiate a game ● Bowl with accuracy and power

Year 7 Praising Stars Report
2018/2019 - Praising Stars 6

Example Student (United Kingdom)

	Attendance for PS6	Attendance for Year
Present	100.0%	99.7%
Authorised Absence (Days)	0	0.5
Unauthorised Absence (Days)	0	0
Lates	2	6

Behaviour Record for Year	
C4a	0
C4b	0
C5a	0
C5b	0
Fixed Term Exclusions	0

A Guide to Age Related Expectations

Level	Definition	Expected GCSE outcome if this working level is sustained
Excelling	You are working well above age related expectation in the subject	GCSE grade 8 to 9
Exceeding	You are working beyond age related expectation in the subject	GCSE grade 6 to 7
Achieving	You are working at age related expectation in the subject	GCSE grade 4 to 5
Developing	You are working towards age related expectation in the subject	GCSE grade 2 to 3
Emerging	You are working below age related expectation in the subject	GCSE grade U to 1

Subject/Teacher(s)	GCSE Target	Age Related Expectations			Progress		Effort	Homework Concern	Att. Concern
		Target from KS2	Current	Difference	PS 1-6	From Prev. PS			
Art and Design A Teacher	6	Exceeding	Achieving	-1		➔	E1		
Dance A Teacher	6	Exceeding	Achieving	-1		➔	E2		
Design and Technology A Teacher	6	Exceeding	Achieving	-1		➔	E1		
English A Teacher	7	Exceeding	Achieving	-1		➔	E1		
Geography A Teacher	7	Exceeding	Achieving	-1		➔	E2		
History A Teacher	7	Exceeding	Achieving	-1		⬇	E3		
ICT A Teacher	6	Exceeding	Exceeding	0		⬆	E1		
Mathematics A Teacher	7	Exceeding	Achieving	-1		➔	E1		
Music A Teacher	5	Achieving	Developing	-1		➔	E2		
Physical Education A Teacher	5	Achieving	Developing	-1		➔	E1		
Religious Education A Teacher	6	Exceeding	Exceeding	0		➔	E1		
Science A Teacher	7	Exceeding	Achieving	-1		⬆	E1		
Spanish A Teacher	7	Exceeding	Achieving	-1		➔	E1		

Students first: raising standards and transforming lives.