

Progress descriptor template

	Key concepts:			
Assessment Strand	Acquiring	Developing	Securing	Extending
Hands and Feet (Performing)	<ul style="list-style-type: none"> • Demonstrates fundamental skills such as running, jumping, throwing and catching with some accuracy, control and success • Links some fundamental skills together to perform skills with increased difficulty • Performs some basic functional movements in a safe manner with control • Uses some tactics in controlled practice situations 	<ul style="list-style-type: none"> • Demonstrates a range of skills with control and accuracy in practice situations whilst displaying some control in competitive situations • Choose, link and combines skills and techniques with some control and coordination • Performs a range of basic functional movements with good technique showing some consistency • Uses some tactics to outwit opponents in practice and competitive situations 	<ul style="list-style-type: none"> • Demonstrates a range of skills (some advanced) for most activities with control and accuracy when in practice situations and frequently in competitive situations • Demonstrate a range of skills (some advanced) for most activities with control and accuracy • Performs the majority of functional movements with good technique and consistency whilst pushing beyond your comfort zone • Uses a range of tactics to outwit opponents in a variety of activities 	<ul style="list-style-type: none"> • Demonstrates a full range of advanced skills with consistency for the majority of activities when in practice and competitive situations • Choose and adapt skills to suit different situations having a highly influential effect upon performance • Performs a full range of functional movements with excellent technique and consistency whilst pushing yourself to your limits • Uses and adapts advanced tactics to outwit opponents in the majority of activities • Accesses a range of extra-curricular and community opportunities to extend and develop skills and techniques.

	<ul style="list-style-type: none"> Actively take part in a range of activities in lessons to develop skills and techniques Starting to work to the best of their ability showing some resilience across different activities 	<ul style="list-style-type: none"> Contributes to a range of competitive situations in lessons and extra-curricular activities including inter-house competitions. Occasionally works to the best of their ability showing resilience across different activities 	<ul style="list-style-type: none"> Represents at least one college team and perform for a team outside of the college Frequently works to the best of their ability showing resilience across the majority of activity areas 	<ul style="list-style-type: none"> Always works to the best of their ability showing high degrees of resilience across all activity areas
Minds (Knowledge and understanding)	<ul style="list-style-type: none"> Demonstrates a basic knowledge and understanding of Physical Education and Sport Identifies how sport and physical activity can contribute to a healthy lifestyle 	<ul style="list-style-type: none"> Demonstrates a basic knowledge and understanding of Physical Education and Sport across different topics Describes how sport and physical activity can contribute to a healthy lifestyle and the improvement of fitness 	<ul style="list-style-type: none"> Demonstrates good knowledge and understanding of Physical Education and Sport across a range of topics Explains how the effects of sport and physical activity can contribute to a healthy lifestyle and the improvement of fitness 	<ul style="list-style-type: none"> Demonstrates outstanding knowledge and understanding of Physical Education and Sport across a range of topics Demonstrates outstanding knowledge of the effects of sport and physical activity on health and fitness and can apply this to everyday life Understands and explains a range of advanced tactics to

	<ul style="list-style-type: none"> Identifies basic tactics that can be used to outwit an opponent Identify a strength and an area for improvement in your own or an others' performance Sets goals, with support, in order to develop performance 	<ul style="list-style-type: none"> Describes some tactics and how they can be used to outwit an opponent Describe a strength and an area for improvement in your own or an others' performance suggesting how it can be improved Sets goals, with limited support, in order to develop performance 	<ul style="list-style-type: none"> Shows an understanding of a range of tactics that can be used to outwit an opponent in a range of activities Compare your own performance to that of others' and explain how you can improve Sets clear goals in order to develop performance and can measure progress towards them 	<p>outwit an opponent in a wide range of activities</p> <ul style="list-style-type: none"> Analyse own and others' performances and make judgements on how to make it even better using appropriate technical terminology Sets SMARTER goals to develop performance and evaluates progress towards these goals
Social (Interacting)	<ul style="list-style-type: none"> At times, demonstrates empathy, praise, motivation and effective collaboration with peers and staff At times, works independently and with others with limited support 	<ul style="list-style-type: none"> Occasionally demonstrates empathy, praise, motivation and effective collaboration with peers and staff Occasionally works independently and with others with limited support 	<ul style="list-style-type: none"> Frequently demonstrates empathy, praise, motivation and effective collaboration with peers and staff whilst helping others Frequently works independently and with others without the need for support whilst 	<ul style="list-style-type: none"> Always acts as a positive role model by demonstrating an exceptionally high level of empathy, praise, motivation, organisation and self-regulation whilst going out of their way to help others Always works independently and with others whilst displaying an outstanding level of determination

	<ul style="list-style-type: none"> • Can lead a simple warm up or basic activity, with support, when working with others in college • Can suggest ways of how to make an activity easier or harder for yourself with support • Can communicate basic ideas, when prompted, showing limited communication within activities • Engages in healthy behaviours when encouraged 	<p>showing some determination</p> <ul style="list-style-type: none"> • Shows some confidence when leading others within college • Can suggest ways of how to make an activity easier or harder for yourself • Displays some good ideas when prompted and occasionally communicates within activities • Occasionally engages in healthy behaviours 	<p>displaying good determination</p> <ul style="list-style-type: none"> • Shows good confidence and leadership skills when working with others in college • Can accurately suggest ways of how to make an activity easier or harder to create challenge for yourself and others' • Displays good communication skills within activities and within activities • Frequently engages in healthy behaviours 	<ul style="list-style-type: none"> • Shows excellent confidence and leadership skills when working with others in college or in the community • Effectively plan how to make an activity easier or harder to provide challenge for all performers • Displays excellent communication skills both within activities and during group discussions • Supports and encourages others to choose healthy behaviors
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