

Physical Education

Key Stage 3 Mastery Curriculum

Head, Heart & Hands Assessment Overview

Mastery Descriptors

Head, Heart, Hands Assessment Model Overview

'**Head**, **Heart**, **Hands**' works as three strands. Each of these strands has six sub-strands under each heading. Students will be assessed across 2 selected strands each half term. Every unit will require a '**Hands**' assessment. Head and Heart assessments will alternate each unit.

pupil  PROGRESS		
Assessment in PE		
Head	Heart	Hands
		
1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules	1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence	1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving

Year 7

Year 7 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)



Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can identify some reasons for needing to complete a warm up I can identify a benefit for taking part in physical activity I can lead an effective self-led warm up I can describe and explain some skills and rules in some sports	I can describe how the body adapts and benefits from regular exercise I can take responsibility for leading a small group warm up I can apply my knowledge of skills and techniques and this improves my own and others' practical performance	I can categorise many short- and long-term effects of exercise on physical, mental and social well-being I can lead an effective warm up to the whole class I can examine problems with techniques and can give teaching points to correct these mistakes	I can justify the advantages of following an active and healthy lifestyle on physical, mental and social well-being I can lead and officiate matches showing a good understanding of the rules I can evaluate a performance of a peer or myself in order to improve skills, tactics and / or fitness levels

Year 7 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can recall the qualities that make a good leader I can demonstrate communication skills within discussions and activities	I can demonstrate confidence and apply leadership qualities to lead large group warm ups I am hard working, resilient and eagerly accept challenges	I am confident and competent when leading large groups of performers I effectively apply methods of communication to different ages, abilities, experiences and situations	I demonstrate good leadership qualities both in lessons and at extra-curricular clubs I display clear communication skills, empathy and an understanding of my peers

Year 7 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in isolated practice I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices	I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities	I can demonstrate with consistent accuracy and success a range of appropriate skills, techniques and tactics in challenging activities	I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities

Year 8

Year 8 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)



Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can recall some muscles in a warm up. I can identify some reasons as to why I need to complete a warm up. I am beginning to have some understanding of techniques. I can lead a warm up to a partner I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance. I can begin to give feedback to others about their performance.	I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity. I can explain the benefits to the body and mind of regular participation. I can apply my knowledge of rules and tactics of several different sports. I can give some feedback to my peers and teams performance.	I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing. I can lead and officiate matches showing a good understanding of the rules. I can analyse my performance and others in order to improve skills, techniques and/or fitness level.	I can evaluate and justify different training methods for performers sporting needs. I display an excellent understanding and justify how skills and tactics could improve the quality of performance. I can lead others in activities and warm ups to enhance students learning.

Year 8 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can lead my own warm up but lack confidence to lead others. I sometimes demonstrate resilience and effort. I can demonstrate confidence and understand effective communication within discussions and activities. I give 100% effort to every activity and am often resilient when faced with challenging tasks.	I can confidently lead a group of people applying a variety of roles: official, coach, teacher and captain. I demonstrate an understanding and respect for my peers and can support and motivate them to improve performance.	I demonstrate good leadership qualities both in lesson and afterschool clubs. I display clear communication skills, empathy and an understanding of my peers.	I am hardworking and helpful in lessons and at afterschool clubs. I have great leadership qualities and an active leader, in lessons and afterschool.

Year 8 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can demonstrate with some accuracy and success, basic skills, techniques and tactics in passive practices.	I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities.	I can demonstrate, with precision control and fluency, an extensive range of appropriative skills techniques, and tactics in very challenging activities.	I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities.

Year 9

Year 9 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)

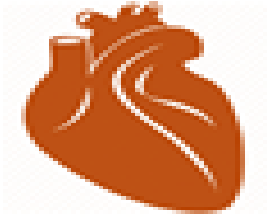


Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can lead an effective self warm up. I can describe some skills and rules in some sports. I can identify techniques, helping me to begin to improve my own performance. I have good knowledge of skills, technique and understand how this improves my own and others practical performance.	I can describe many short and long-term effects of exercise on physical, mental and social wellbeing. I can lead an effective warmup to the whole class. I can identify problems with techniques and can apply teaching points to correct these mistakes.	I have knowledge of a range of training methods and can analyse others' sporting needs. I display excellent understanding and can analyse ways to improve skills, techniques and the quality of performance. I can lead others in activities and warm ups to enhance students learning.	I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance. Evaluate the technical and tactical demands of performance. I can plan, lead, and justify an effective coaching session.

Year 9 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can demonstrate communication skills within discussions and activities. I can demonstrate confidence and leadership qualities, often volunteer to lead large group warm ups or activities. I am hardworking resilient and eager to accept challenges.	I am confident and competent when leading large groups of performers. I can effectively apply methods of communication to different ages, abilities, experiences and situations. I often inspire others to participate and progress in sporting activity.	I am hardworking and helpful in lessons and at afterschool clubs. I have great leadership qualities and am an active leader; I apply this in lessons and afterschool. I am a positive role model, I demonstrate commitment, I participate in school sport and I am inspiring to others.	I embrace challenges, am resilient and always give 100%. I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers. I demonstrate outstanding confidence, authority and respect when officiating, leading and participating.

Year 9 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
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Working Towards Expected Standard	Expected Standards	Greater Depth	Showing Mastery
I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in competitive practices.	I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in challenging activities.	I can demonstrate, with consistent precision control and fluency, an extensive range of appropriative skills techniques, and tactics in very challenging activities.	I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in complex and challenging activities.