

KS3 Assessment

Key Concepts

There are a number of key concepts that underpin the study of PE.

Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Competence

- Developing control of whole-body skills and fine manipulation skills.
- Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
- Responding with body and mind to the demands of an activity.
- Adapting to a widening range of familiar and unfamiliar contexts.

Performance

- Understanding how the components of competence combine, and applying them to produce effective outcomes.
- Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.
- Understanding the nature of success in different types of activity.

Creativity

- Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

- Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

Key Processes

These are the essential skills and processes in PE that pupils need to learn to make progress.

Developing skills in physical activity

Pupils should be able to:

- refine and adapt skills into techniques
- develop the range of skills they use
- develop the precision, control and fluency of their skills.

Making and applying decisions

Pupils should be able to:

- select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts
- refine and adapt ideas and plans in response to changing circumstances
- plan and implement what needs practising to be more effective in performance
- recognise hazards and make decisions about how to control any risks to themselves and others.

Developing physical and mental capacity

Pupils should be able to:

- develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities
- develop their mental determination to succeed.

Evaluating and improving

Pupils should be able to:

- analyse performances, identifying strengths and weaknesses
- make decisions about what to do to improve their performance and the performance of others
- act on these decisions in future performances
- be clear about what they want to achieve in their own work and what they have actually achieved.

Making informed choices about healthy active lifestyles

Pupils should be able to:

- identify the types of activity they are best suited to
- identify the types of role they would like to take on
- make choices about their involvement in healthy physical activity.

Performance Levels

Performance levels range from Level 4 – 8 at Key Stage 3, with an additional tier of Exceptional Performance for the most able performers. Within each performance level there is a letter (a-c) with a) meaning at the top end of performance for that level, b) meaning the pupil is securely performing at that level and c) meaning that the pupil has just reached that particular level.

During their studies in Key Stage 3 it is not uncommon for a pupil's performance to fluctuate according to their relative strengths and weaknesses in the activity areas they are working on. Whilst pupils are performing in more than 1 activity during the assessment period, their performance grades will be averaged to give their attainment level for that term.