

## Year 7 Pathway 1-3

<b>Personal Development</b>				
Personal Outcomes		Physical Outcomes		Cognitive Outcomes
<b>1</b>	Understands why Innovation & Evaluation are key to self-improvement		Technical accuracy may lack control and accuracy, but their performance is showing signs of improving.	Vocabulary is developing well and with support is able to reflect on their work using key terms. Can remain focused and on task throughout a performance.
<b>2</b>	High levels of Motivation & Integrity are evident in your work. Recognises why these are important life skills across the curriculum.		Occasionally demonstrates competence in a performance in coordinated tasks. Technique is developing.	The use of key vocabulary is now more applied. Understands that competition requires tactics / choreographic devices to be successful.
<b>3</b>	Understands the term Resilience and recognises why it is a key life skill and its relevance to the wider world. Evident in their work.		Competence is becoming increasingly more secure and consistency is becoming more evident. Physical literacy is improving.	Vocabulary is now expanding and can be applied independently producing appropriate feedback. Can discuss tactics / choreographic devices
<b>4</b>	Is able to cooperate with peers in any setting. Can follow instructions accurately without distraction.		Competence in a given curriculum area is now a feature & coordinated tasks are becoming more fluent including the use of equipment.	Feedback is clear and concise demonstrating an understanding of the how a performance can be improved. Can apply tactics / choreographic devices

## Year 8 Pathway 1-3

Personal Outcomes		Physical Outcomes		Cognitive Outcomes
<b>1</b>	Understands why Innovation & Evaluation are key to self-improvement. Demonstrates flair in their ideas and originality.		Their skill set is becoming broader and a range of techniques are attempted across a variety of performances. Performances are becoming more consistent.	Feedback is informative demonstrating a secure understanding of the how a performance can be improved. Can use evaluative tools when collecting data.
<b>2</b>	Motivation & Resilience are evident. Is able to encourage peers and continue when faced with challenging situations.		Performances are starting to reflect aspects of the perfect model in more than one curriculum area. Performances are becoming more aesthetic.	Decision making is showing signs of improvement. Is able to make some accurate judgments regarding positional play / choreographic devices.
<b>3</b>	Communication skills are developing well. Active speaking and listening skills are evident within lessons.		Fundamental skills are a feature within a performance with a reduction in unforced errors being evident. Economy of movement is improving.	Decision making within one curriculum area is now established regarding positional play and application of skills / techniques / devices.
<b>4</b>	Is able to work collaboratively, taking the lead when opportunities arise and following instructions when required.		Performances are beginning to resemble the perfect model where consistency, accuracy and fluency are now becoming increasingly more evident. Physical literacy has improved over time.	Can use at least one analytical tool to analyse a performance. With support is able to review their own work, recognising WW & EBI. May still require help on how to offer suggestions to modify a performance technically or tactically.

## Year 7 Pathway 4-6

Personal Development					
Personal Outcomes		Physical Outcomes		Cognitive Outcomes	
<b>1</b>	Understands why Innovation & Evaluation are key to self-improvement		Demonstrates mastery of fundamental skills required for success in one sport including the use of equipment.		Subject specific vocabulary is developing quickly and is able to be applied accurately when observing a performance.
<b>2</b>	High levels of Motivation & Integrity are evident in your work. Recognises why these are important life skills across the curriculum.		Can link and apply fundamental skills across the curriculum including the use of equipment.		Can identify strengths and weaknesses within their own work using key terminology. Applies tactics / choreographic devices securely across a variety of performances.
<b>3</b>	Understands the term Resilience and recognises why it is a key life skill and its relevance to the wider world. Evident in their work.		Fundamental skills are a feature within a performance with few unforced errors being evident in more than one curriculum area.		Provides relevant accurate feedback to their peers and is able to analyse a performance using different analytical tools. Can offer input to discussions regarding improvements
<b>4</b>	Is able to cooperate with peers in any setting. Can follow instructions accurately without distraction.		Fundamental skills are secure and do not falter under pressure, consistency and accuracy are evident in more than one curriculum area		Can use analytical tools to support their findings with confidence. Can reflect on the effectiveness of tactics / strategies / choreographic devices and modify them as the situation demands.

## Year 8 Pathway 4-6

Personal Outcomes		Physical Outcomes		Cognitive Outcomes	
<b>1</b>	Understands why Innovation & Evaluation are key to self-improvement. Demonstrates flair in their ideas and originality.		Demonstrates a broad skill set in more than one curriculum area, consistency and accuracy are features within their work		Key vocabulary is quickly applied and used in providing accurate detailed and formative feedback. Focus, determination and high levels of motivation are evident.
<b>2</b>	Motivation & Resilience are evident. Is able to encourage peers and continue when faced with challenging situations.		Linking fundamental skills is becoming more habitual across numerous sports. Fluency is also becoming more evident.		Strengths and weakness in a performance can be identified with reference to technical, tactical or fitness. Tactics / devices are key features within their work. Is able to perform in a chosen role.
<b>3</b>	Communication skills are developing well. Active speaking and listening skills are evident within lessons.		Begins to demonstrate precision and accuracy in the application of fundamental skills, performances are closer to the perfect model. Expressive skills are developing.		Appropriate suggestions on how to improve targeted weaknesses can be formed based on data collection techniques. Can modify tactics / devices to suit the demands of the activity.
<b>4</b>	Is able to work collaboratively, taking the lead when opportunities arise and following instructions when required.		Key components of fitness are evident ensuring the performance is effective throughout. Anticipation and deception are becoming more evident in a performance in order to outwit an opponent. Expressive skills are secure.		Can confidently collect and interpret data to make objective judgements on the strengths and weaknesses in a performance Can coach peers successfully across numerous performance in technical, tactical or chorographical capacities.

### Year 7 Pathway 7-9

#### Personal Development

Personal Outcomes		Physical Outcomes	Cognitive Outcomes
1	Understands why Innovation & Evaluation are key to self-improvement	The preparation and execution of fundamental skills are starting to resemble the perfect model. Performances are becoming less reactive and more strategic.	Key vocabulary is applied and used in providing accurate and detailed feedback.
2	High levels of Motivation & Integrity are evident in your work. Recognises why these are important life skills across the curriculum.	Performances are becoming increasingly more aesthetic. Economy of movement is supported with relevant fitness for purpose to provide successful outcomes.	Strengths and weaknesses in a performance can be identified with reference to technique, tactical application or fitness for purpose.
3	Understands the term Resilience and recognises why it is a key life skill and its relevance to the wider world. Evident in their work.	Consistency and accuracy are becoming evident in their technique in numerous curriculum areas. Fitness for purpose assists in producing successful outcomes.	Appropriate suggestions on how to improve weaknesses can be formed independent of teacher support
4	Is able to cooperate with peers in any setting. Can follow instructions accurately without distraction.	Confidence and expressive skills are features within their work. Competence in invasion, net or racket games has been evidenced. Coordinated tasks show signs of fluency and originality.	Can confidently collect and interpret data to make objective judgements in a performance.

### Year 8 Pathway 7-9

Personal Outcomes		Physical Outcomes	Cognitive Outcomes
1	Understands why Innovation & Evaluation are key to self-improvement. Demonstrates flair in their ideas and originality.	The preparation and execution of fundamental skills are starting to resemble the perfect model. Performances are becoming less reactive and more strategic.	Strengths and weaknesses in a performance can be identified and suggestions offered with little or no support. Can also use analytical tools to support their findings.
2	Motivation & Resilience are evident. Is able to encourage peers and continue when faced with challenging situations.	Performances are becoming increasingly more aesthetic. Economy of movement is supported with relevant fitness for purpose to provide successful outcomes..	Students work when analysing a performance can identify WWW & EBI showing breath & depth; can also offer strategies to improve other students work either technically, tactically or fitness related.
3	Communication skills are developing well. Active speaking and listening skills are evident within lessons.	Consistency and accuracy are becoming evident in their technique in numerous curriculum areas. Fitness for purpose assists in producing successful outcomes.	Communication skills are evident across numerous areas of the curriculum, using key vocabulary relevant to the activity. Analytical tools are applied accurately and confidently.
4	Is able to work collaboratively, taking the lead when opportunities arise and following instructions when required.	Confidence and expressive skills are features within their work. Competence in invasion, net or racket games has been evidenced. Coordinated tasks show signs of fluency and originality.	Students are able to apply a variety of analytical tools across many areas of the curriculum with little guidance. Independently provides accurate, detailed and formative feedback in numerous curriculum areas.