

PE

Learning Ladder

Key

Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



Physical Education: Year 7

Technique	Basic technique when performing basic skills. May even falter on these.	Improving technique when performing basic level skills.	Accurate technique when performing just basic level skills.	Good technique when performing basic skills, but is finding intermediate more of a struggle and lacks any recognised technique with harder skills.	Good technique demonstrated for the basic and intermediate skills. Makes errors when performing the harder skills in a broad range of sports.	Very good technique for all the basic and intermediate level skills. Working towards the harder skill techniques.	High level technique for most listed skills, however the harder skills show obvious faults.	Outstanding technique for most listed skills, but may falter on some of the advanced ones.	Exceptional technique for all skills relevant for the sport.
Skills in Sporting Environment	Learners find linking the most basic of skills challenging.	Learners will be able to perform and link basic skills in prescribed sequences/ conditions.	Basic skills are performed and linked to a good level and with increasing success and regularity, particularly within a structured environment.	Basic skills are performed in sequence are generally not at the same level as those attempted when in practice or a controlled environment.	The learner is able to call upon the basic and intermediate skills with predictable success. However cannot apply harder level skills to their performance.	The performer is able to select basic and intermediate level skills and perform them successfully and consistently together.	Skills are linked and performed with very good precision and consistency, but lack adaptability and struggle when linking the harder skills.	Most skills are linked and performed with exceptional precision and consistency, but may struggle to link a few of the advanced ones, particularly when placed under pressure.	All skills are applied and performed with exceptional precision and consistency, adapting where necessary under the highest amount of pressure.
Tactical Application	Success is enjoyed when skills are performed within a controlled environment. However in an unpredictable scenario success is only enjoyed as a result of "getting lucky" with regards to the skill selected.	Finds making decisions hard in the performance. With prompts they are able to explain why a specific skill is better in a given scenario, however they are unable to do this while performing.	Has the ability to discuss the strategies but this does not impact the performance. Decision making is not a strength but success is enjoyed by a low level of skill. .	Has a good understanding of tactics and strategies. Can discuss these, when prompted by the teacher. Decision making may not be accurate and success is evident because of very good skill/fitness.	Has a good understanding of tactics and strategies, but it may not always lead to successful performances. Can discuss these with aid from the teacher and other students.	Has a good understanding of tactics and strategies. This will encourage success for themselves and others in the group. Decision making however is an area for development.	Has very good tactical and strategical awareness and is influential in helping others make decisions, but may not always be able to adapt the situation for a successful outcome.	Has outstanding tactical and strategic awareness, which can be used to influence others and adapt situations when required	Has exceptional tactical and strategic awareness contributing to dominant performances both personally and for others.
Evaluation & Analysis	Basic language used and will need support to identify why success has occurred.	Although language is very basic they can begin to describe why success occurred	Self analysis will be basic and often miss the most important elements that would influence success.	Strengths and weaknesses will be identified and this will lead to an effective evaluation and basic level of analysis, however this will always be carried out post event and generally when prompted.	The student is effective in in self analysis, but not so much that of others. The changes they make to performances may not automatically result in success.	The learner is able to evaluate the strengths and weaknesses in themselves, and occasionally others making changes to their own performance with some success.	The learner is able to evaluate most of the strengths and weaknesses in opponents, team mates and themselves making positive changes to their own performance with some success.	The learner is able to evaluate the strengths and weaknesses in opponents, team mates and themselves; analysing what they need to do to adapt their own performance with success (most of the time).	Evaluates the strengths and weaknesses in themselves and others; analysing what needs to be done to bring about a dominant performance.
Health & Fitness	The lack of physical health is of a concern for the well being of the learner.	The learners ability to perform and learn skills is compromised by the lack of physical health. Poor fitness test results are exhibited.	Below average fitness levels specific to identified sports, when compared to norm data. Will need help recognising how and what needs improving.	Average fitness levels specific to identified sports, when compared to norm data. Will need help recognising how and what needs improving.	Good health and fitness levels specific to identified sports, when compared to norm data. Will need help recognising how and what needs improving.	Very good health and fitness levels specific to identified sports, when compared to norm data. However may not recognise what needs to be improved and may not know how to either.	Very good health and fitness levels specific to identified sports, when compared to norm data. Recognises what needs to be improved, but may not know how to.	Excellent health and fitness levels specific to identified sports, when compared to norm data. Recognises what CoF are required and how to improve them.	Outstanding health and fitness levels specific to identified sports, when compared to norm data. Recognises in themselves and others what needs to be improved and can suggest ways to do this.

Physical Education: Year 8

Technique	Basic technique when performing basic skills. May even falter on these.	Improving technique when performing basic level skills.	Accurate technique when performing just basic level skills.	Good technique when performing basic skills, but is finding intermediate more of a struggle and lacks any recognised technique with harder skills.	Good technique demonstrated for the basic and intermediate skills. Makes errors when performing the harder skills in a broad range of sports.	Very good technique for all the basic and intermediate level skills. Working towards the harder skill techniques.	High level technique for most listed skills, however the harder skills show obvious faults.	Outstanding technique for most listed skills, but may falter on some of the advanced ones.	Exceptional technique for all skills relevant for the sport.
Skills in Sporting Environment	Learners find linking the most basic of skills challenging.	Learners will be able to perform and link basic skills in prescribed sequences/ conditions.	Basic skills are performed and linked to a good level and with increasing success and regularity, particularly within a structured environment.	Basic skills are performed in sequence are generally not at the same level as those attempted when in practice or a controlled environment.	The learner is able to call upon the basic and intermediate skills with predictable success. However cannot apply harder level skills to their performance.	The performer is able to select basic and intermediate level skills and perform them successfully and consistently together.	Skills are linked and performed with very good precision and consistency, but lack adaptability and struggle when linking the harder skills.	Most skills are linked and performed with exceptional precision and consistency, but may struggle to link a few of the advanced ones, particularly when placed under pressure.	All skills are applied and performed with exceptional precision and consistency, adapting where necessary under the highest amount of pressure.
Tactical Application	Success is enjoyed when skills are performed within a controlled environment. However in an unpredictable scenario success is only enjoyed as a result of "getting lucky" with regards to the skill selected.	Finds making decisions hard in the performance. With prompts they are able to explain why a specific skill is better in a given scenario, however they are unable to do this while performing.	Has the ability to discuss the strategies but this does not impact the performance. Decision making is not a strength but success is enjoyed by a low level of skill. .	Has a good understanding of tactics and strategies. Can discuss these, when prompted by the teacher. Decision making may not be accurate and success is evident because of very good skill/fitness.	Has a good understanding of tactics and strategies, but it may not always lead to successful performances. Can discuss these with aid from the teacher and other students.	Has a good understanding of tactics and strategies. This will encourage success for themselves and others in the group. Decision making however is an area for development.	Has very good tactical and strategical awareness and is influential in helping others make decisions, but may not always be able to adapt the situation for a successful outcome.	Has outstanding tactical and strategic awareness, which can be used to influence others and adapt situations when required	Has exceptional tactical and strategic awareness contributing to dominant performances both personally and for others.
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Physical Education: Year 9

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Skills in Sporting Environment	Learners find linking the most basic of skills challenging.	Learners will be able to perform and link basic skills in prescribed sequences/ conditions.	Basic skills are performed and linked to a good level and with increasing success and regularity, particularly within a structured environment.	Basic skills are performed in sequence are generally not at the same level as those attempted when in practice or a controlled environment.	The learner is able to call upon the basic and intermediate skills with predictable success. However cannot apply harder level skills to their performance.	The performer is able to select basic and intermediate level skills and perform them successfully and consistently together.	Skills are linked and performed with very good precision and consistency, but lack adaptability and struggle when linking the harder skills.	Most skills are linked and performed with exceptional precision and consistency, but may struggle to link a few of the advanced ones, particularly when placed under pressure.	All skills are applied and performed with exceptional precision and consistency, adapting where necessary under the highest amount of pressure.
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Learning Ladder: PE

Year 7 Expectation

This student will have acquired the correct technique for a range of basic skills in a broad range of sporting activities. They can successfully link these basic skills together and apply them appropriately in conditioned sporting environments. Their understanding of tactics and strategy are restricted to basic concepts that lead to predictable outcomes. They will be able to identify their strengths and areas of improvement in these sports. They will be able to meet at least the national average standard for recognised fitness tests. They have experienced competition in at least one activity area, showing an understanding of rules, etiquette and fair play.

Year 8 Expectation

This student will have developed the correct technique for a range of basic and intermediate skills in a broad range of sporting activities. These skills can be applied in both controlled and unpredictable sporting environments. Tactically and strategically their understanding can bring about some performance success. They can self evaluate and are beginning to recognise what needs to be improved in others. They are now above the national average standard in a number of recognised fitness tests. They will have experienced a variety of roles in competition beyond a performer, applying rules, etiquette and fair play.

Year 9 Expectation

This student can select and appropriately apply skills in a range of sporting activities, with accurate technique. They can acknowledge the use of tactics in a sporting environment to bring about positive changes in performance. They can improve their own and others performance by evaluating and providing constructive feedback. They are responsible for improving their own levels of fitness using their knowledge of training methods. Their levels of fitness continue to remain above the national average. They will have demonstrated their leadership skills within lessons by delivering a warm up or small practice session to their peers. They will also have developed a greater working knowledge of sport, allowing them officiate with comfort, ensuring rules, etiquette and fair play are adhered to.