



Age Related Milestones: Physical Education

Queen's Park High School physical education department shares the purpose of the National curriculum in England which states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

In Key stages 3, we deliberately place an emphasis on the importance of practical aspects of physical education, so that students can develop the skills and attributes underlined above by the national curriculum. That said, we also recognise the need to prepare students for the knowledge they will require at key stage 4. Therefore, the assessment objectives (AO) for KS3 (below) make a direct link to the demands of the GCSE.

In KS3 PE, the majority of our assessments link to the practical criteria (AO4), as we feel this is the best way to meet the demands of the national curriculum and also inspire students. This will be assessed via learning cycles after each activity that the students covered.

It is important to note that many of the assessment criteria have theoretical connotations (particularly linked to AO1, AO2 and AO3). The knowledge and skills for these will be addressed as part of the practical classes and knowledge will be further developed through set homework. Some of the assessment will also take place during practical lessons via verbal conversations and practical demonstrations of understanding. In addition, these may be assessed by written activities. Whilst we hold the importance of developing these theoretical skills in high regard, the assessment for these learning objectives will be less frequent. This will take the form of a theoretical assessment prior to IA1 and the same theoretical assessment prior to IA2. This will allow us to track student progress.

This is a conscious decision to maximise the time given for students to engage in practical development of their sporting knowledge, whilst recognising the need to prepare students for the demands of KS4.



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Year 9 AO	Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
A01 Knowledge and understanding	The learner has developed very good theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below: <ul style="list-style-type: none"> • Anatomy and physiology * Movement analysis * physical training • Health, fitness and well-being * Sport psychology * socio cultural influences 	The candidate has developed an excellent theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:
A02 <u>Application</u> of sporting knowledge	The learner is able to apply very detailed knowledge and understanding, whilst making appropriate links to a variety of specific sporting scenarios.	The student is able to apply an excellent and thorough depth of knowledge, which is appropriately applied to a variety of relevant and specific sporting examples.
A03 <u>Analysis</u> and <u>evaluation</u> of sporting concepts/performance	The learner demonstrates very good interpretation, analysis and evaluation of sporting performance/concepts. This includes a well-argued evaluation with a justified recommendations and good depth.	The candidate demonstrates excellent and thorough interpretation and analysis of sporting performance/key concepts, coupled with a sophisticated evaluation which provides depth and justified recommendations to improve future performances.
A04 Demonstration of <u>skills</u> and <u>technique</u>	The learner demonstrates a very good level of advanced skills, techniques and decision making. These are evident in practice and competitive situations, where the performer is able to adapt effectively to changes in the competition to effectively dominate an opponent.	Demonstrates an excellent level of core and advanced skills, techniques and decision making. These are consistent in practice and competitive situations and show full fluency, accuracy and precision. Learners are able to apply observational and evaluation skills with success in order to develop future performances
A04 Understanding of <u>tactics</u> and <u>strategies</u>	The learner is able to consistently and accurately apply tactics and strategies to successfully affect the outcome of a competitive situation.	The candidate can use In depth analysis of strategies to gain success. Furthermore, they consistently apply tactics and strategies to gain a competitive advantage over their opponent.