

**KS3 Physical Education  
NEW THRESHOLD CRITERIA  
NOVEMBER 2022**

|                   | <b>APPLICATION OF SKILLS</b>  | <b>CO-OPERATION &amp; COMMUNICATION</b>   |
|-------------------|---|---|
| <b>EXCELLENT</b>  | <p>S/he can select and apply skills, techniques, tactics and compositional ideas with greater consistency, across most activity areas.</p> <p>S/he can warm up effectively and can lead others in doing so.</p> <p>S/he can demonstrate a determination to improve my level of fitness to support my ability in activities.</p> <p>S/he can name muscles groups used in some activities and when stretching can identify and discuss information about technical/skills aspects of most activities.</p> | <p>S/he demonstrates character and confidence in their role as a coach official and performer.</p> <p>S/he demonstrates a supportive and understanding manner when working with students of differing abilities.</p> <p>S/he works effectively in a group both as leader and participant</p> <p>S/he demonstrates excellent verbal and non-verbal communication skills.</p> <p>S/he shows excellent organisation when dealing with equipment and peers.</p> |
| <b>PROFICIENT</b> | <p>S/he can select and use basic skills and tactics within competitive practices and small side games across an increasing number of activity areas.</p> <p>S/he can warm up effectively and independently.</p> <p>S/he is aware of the need to improve their level of fitness and are making small steps to improve.</p> <p>S/he can name a number of key muscle groups and their location.</p>  | <p>S/he continues to develop character and confidence in their role as a coach official and performer.</p> <p>S/he is generally supportive when it comes to working with students of differing abilities.</p> <p>S/he works effectively as part of a group.</p> <p>S/he demonstrates good verbal and non-verbal communication skills.</p> <p>S/he exhibits a good level of organisation when dealing with equipment and peers.</p>                          |
| <b>DEVELOPING</b> | <p>S/he can start to replicate simple skills within competitive practices and small side games across a number of activity areas</p> <p>S/he is aware of the need to improve their level of fitness.</p> <p>S/he knows how to warm up and can do this in a small group.</p> <p>S/he can name some muscles with guidance and support.</p>  | <p>S/he needs to develop character and confidence as a coach, official and performer.</p> <p>S/he could be more supportive when working with students of different abilities</p> <p>S/he can sometimes work as part of a group.</p> <p>S/he demonstrates some verbal communication skills during group work.</p> <p>S/he needs to develop their organisational skills when dealing with equipment or peers.</p>   |
| <b>ACQUIRING</b>  | <p>S/he can start to replicate simple skills within practice situations in some activity areas</p> <p>S/he demonstrates a need to improve their level of fitness.</p> <p>S/he can warm up and cool down supported by teacher.</p> <p>S/he can name a few muscles when questioned.</p>   | <p>S/he lacks confidence as a coach, official and performer.</p> <p>S/he shows little support to others when working as a group.</p> <p>S/he struggles to engage in group/team discussion or work</p> <p>S/he lacks organisational skills.</p>  |

## ATTITUDE TO LEARNING

|   |  |
|---|--|
| 1 | S/he is always interested and engaged in the lesson taking an active role in developing his/her own learning. Effort and motivation is outstanding and includes evidence of initiative, diligence and resilience, thus resulting in work that consistently shows his/her best ability.                                       |
| 2 | Usually, s/he displays a positive and engaged attitude to learning. Effort and motivation is consistent and shows time and care has been spent on the task requiring completion. Work completed is usually reflective of his/her best ability.   |
| 3 | Effort, motivation and engagement in learning is inconsistent, resulting in the work produced being variable in standard. Sometimes, s/he is not always focused in lesson and can disengage or become distracted. S/he should look to make improvements in his/her learning habits because it is hindering his/her progress. |
| 4 | Effort, motivation and/or engagement is minimal and, therefore, work is rarely completed to a standard s/he is capable of. S/he is rarely interested or engaged in his/her learning. His/her progress is hindered because of a poor attitude to learning, and it needs to improve significantly.                             |