Physical Education Assessment Grade descriptors

The following descriptors should be used to assess pupils at the end of each activity, with a 'best-fit' approach applied. Descriptors are in line with the academy policy of the assessment of pupils as emerging (1), developing (2), secure (3) or advanced (4). When an assessment number (1-4) is entered into the PE assessment tracker , this will contribute to an overall WAG across activity areas, to be used in data drops.

1 **Emerging** Working towards core curriculum expectations	• **You are able to recall basic pieces of powerful knowledge** about the activity such as simple rules or techniques. • **Your knowledge and performance are developing but** is often imprecise or incomplete whilst you nurture this. You find memory prompts or scaffolding are needed to help you with your knowledge of how and when to attempt techniques or answer questions about performance. • **Your explanations and application are basic** whilst you learn how to use more specific PE language and technique. • **You can demonstrate basic skills in tasks** but sometimes do not understand the purpose of your choices and why you should or have used them. • **You can use basic PE specific vocabulary,** whilst you are learning how to apply the correct or more complicated terminology to the correct skills or activities. • **Your communication is developing** but lacks clarity or precision.
2 **Developing** Working with core curriculum expectations	• **You can demonstrate increasing accuracy in your use of powerful knowledge** as you begin to use PE specific explanations in different areas of the activity. • **You are confident in demonstrating your developing knowledge and ability** to perform in more familiar contexts within the activity. • **You can explain and apply skills with increasing confidence,** and you begin to understand why particular techniques are used in the activity. • **You begin to show your ability to demonstrate more complex skills** when you choose to use techniques but may lack depth or consistency in less familiar areas of the activity. • **You can use developing PE vocabulary** in familiar contexts, usually your strongest areas of the activity. • **Your communication is mostly clear,** though less consistent in some unfamiliar activity contexts.
3 **Secure** Securely meeting core curriculum expectations	• **You now demonstrate a secure and accurate grasp of powerful PE knowledge** to explain advancing ideas and the justification of technique or decision use. • **You are confident in demonstrating your knowledge and ability to perform across an increasing number of contexts in the activity**. You begin to link technique use from other activities. • **You can explain and apply most skills accurately and purposefully**. You can select appropriate methods and explain choices with clarity and demonstrate a growing independence in activity thinking. • **You are confident to show your ability to demonstrate more complex skills** when you choose to use techniques with increasing depth and consistency. • **You can use a range of PE vocabulary accurately and consistently**, representing your ideas clearly. • **Your communication is clear and effective** in a range of activity contexts.
4 **Advanced** Exceeding core curriculum expectations	• **You demonstrate consistent depth, fluency, and precision when using powerful PE knowledge.** You select and apply this knowledge purposefully in complex or unfamiliar contexts. • **Your knowledge and ability show strong disciplinary fluency.** You are able to adapt and/or combine techniques appropriately for complex tasks. You can link techniques from other activities with confidence. • **You demonstrate confident, precise, and purposeful** explanations and application of PE literacy and skill. • **You are confident and have consistent ability to demonstrate advanced skills** when you choose to use techniques with advanced depth and consistency. • **You consistently use a range of advanced PE vocabulary** to represent your ideas with clarity. • **You communicate ideas with sophistication, control, and purpose** across a range of activity contexts.