

Year 8 Physical Education Progress Grades

Progress Grade	Know	Apply	Understand
9	Students can explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.	Students can demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.	Students can critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.
8	Students Analyse ways in which their own and others' performance could be improved. Students create action plans and ways of monitoring improvement and can justify these. Students use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme and can recommend and justify their ideas.	Drawing on what Students know of the principles of advanced tactics or composition, Students always apply these principles with proficiency and flair in their own and others' work and can explain the benefits of doing this. Students adapt it appropriately in response to changing circumstances and other performers. Students can constantly and consistently adapt their approach to the situation.	Students plan and describe ways in which their own and others' performance could be improved. Students create action plans and ways of monitoring improvement. Students can justify why they have created this action plan and suggest recommendations for future performance.
7	Students plan ways in which their own and others' performance could be improved. Students create action plans and ways of monitoring improvement. Students use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.	Drawing on what Students know of the principles of advanced tactics or composition, Students apply these principles with proficiency and flair in their own and others' work. Students adapt it appropriately in response to changing circumstances and other performers.	Students plan ways in which their own and others' performance could be improved. Students create action plans and ways of monitoring improvement.
6	Students plan ways in which their own and others' performance could be improved. Students create action plans and ways of monitoring improvement. Students use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.	Students consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.	Students evaluate their own and others' work, showing that Students understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance.
5	Students explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.	Students select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. Students consistently show precision, control, fluency and originality. Drawing on what Students know of the principles of advanced tactics and compositional ideas, Students apply these in their own and others' work. Students modify them in response to changing circumstances and other performers.	Students explain the principles of practice and training, and apply them effectively. Students analyse and comment on their own and others' work as individuals and team members, showing that Students understand how skills, tactics or composition and fitness relate to the quality of the performance. Students plan ways to improve their own and others' performance
4	Students explain how to prepare for, and recover from, the activities. Students explain how different types of exercise contribute to their fitness and health and describe how Students might get involved in other types of activities and exercise.	Students select and combine skills, techniques and ideas. Students apply them in ways that suit the activity, with consistent precision, control and fluency.	When planning their own and others' work, and carrying out their own work, Students draw on what Students know about strategy, tactics and composition in response to changing circumstances, and what Students know about their own and others' strengths and weaknesses.
3	Students explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. Students explain why regular, safe exercise is good for their fitness and health.	Students select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, Students draw on what Students know about strategy, tactics and composition.	Students analyse and comment on skills and techniques and how these are applied in their own and others' work. Students modify and refine skills and techniques to improve their performance.
2	Students explain and apply basic safety principles in preparing for exercise. Students describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.	Students link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that Students understand tactics and composition.	Students compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.
1	Students give reasons why warming up before an activity is important, and why physical activity is good for their health.	Students select and use skills, actions and ideas appropriately, applying them with coordination and control. Students show that Students understand tactics and composition by starting to vary how Students respond.	Students can see how their work is similar to and different from others' work, and use this understanding to improve their own performance