



Subject Level Descriptor

Department	Physical Education	Year Group	Year 7-9	Assessment	Aspect 2: Mental
Assessment Summary	At Key stage 3 students have three lessons of curriculum time every two weeks. Within the PE programme students study a wide range of activities including team and individual games, dance, OAA, HRE, athletics, cricket, rounders and softball. In lessons students will focus on mastery of skills, knowledge and application, competition or performance, health and well-being, leadership and sportsmanship. There is an emphasis throughout the curriculum that students can engage with more than the traditional practical element of Physical Education, which is reflected in the Physical, Mental and Social assessment that will be used throughout the students' KS3 journey.				

	Mental
Level 1	<ul style="list-style-type: none">• I make limited effort in the curriculum activities I like, although this is inconsistent across the range undertaken. I have shown little interest in extracurricular sport and on occasion applied some effort in curriculum activities.• I show signs of giving up when faced with difficult or challenging situations in many sporting activities. I need to be willing to take failure more positively, understanding that failure is the first steps to success.• I need to ensure I show respect for my peers consistently across all practical activities. I must be reminded to transport equipment and handle it with care on occasion.• I demonstrate little motivation to succeed in practical activities. On occasion I have shown some determination in activities I like. My participation and kit record has room for improvement.
Level 2	<ul style="list-style-type: none">• I apply a satisfactory level of effort in most aspects of the Physical Education curriculum. I have shown some interest in extracurricular sport activities I like, although this has been inconsistent across the year.• I am starting to show signs of resilience when faced with a difficult or challenging situation in many sporting activities. I am beginning to understand how to take failure more positively, understanding that failure is the first steps to success.• I understand the importance of showing respect to my peers, which I am applying to some but not all curriculum activities. I rarely offer to transport equipment and handle it with care.• I am motivated to succeed in practical activities that I enjoy. This needs to be transferred to all aspects of the curriculum.• My participation and kit record is satisfactory and can improve.
Level 3	<ul style="list-style-type: none">• I demonstrate a good level of effort in all aspects of curriculum and the extra-curricular activities that I attend. On occasion, I have demonstrated outstanding work ethic and determination in the activities I like the best. I am starting to develop my empathy towards my class peers by supporting others. I should aim to be more consistent with this across all practical activities.



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	<ul style="list-style-type: none">• I work hard to demonstrate a resilient approach to my progress through challenging practical activities. I am beginning to understand how to take feedback more positively, understanding that failure is the first steps to achieving sustained success.• I am aware and understand the importance of respecting my peers and teachers which I do for most of the time. I could look to demonstrate a respectful attitude to officials in the future. On occasion I offer to transport equipment between lessons and handle it responsibly.• I am motivated to succeed in most practical subjects. However, this needs to be transferred to all aspects of the curriculum and alternative extra-curricular activities.• My participation and kit record is consistently good.
Level 4	<ul style="list-style-type: none">• I consistently strive to apply maximum effort in all curriculum and extra-curricular activities regardless of their nature. I act as a role model to my class peers, representing a determination and aspiration to succeed. I demonstrate empathy towards my class peers, providing support and encouragement to others, regardless of their ability.• I understand that success takes hard work and time to achieve. I strive to take setbacks and failures maturely, using my experiences and feedback to progress in all activities.• I demonstrate the school's core value of respect for everyone in most practical activities I undertake. I embrace diversity in PE, encouraging others to participate in extracurricular activities. I mostly support the teachers or coaches in handling equipment at the start and conclusion of the activity.• I maintain and demonstrate high levels of motivation in a wide range of curriculum and extra-curricular sporting activities.• I remain committed to being the best version of myself and maintain a high participation and attendance record.
Level 5	<ul style="list-style-type: none">• I consistently apply maximum effort in all curriculum and extra-curricular activities regardless of their nature. I act as a role model to my class peers, demonstrating a determination and aspiration to succeed in all practical activities. I demonstrate a high degree of empathy towards my class peers, providing support and encouragement to others, regardless of their ability.• I understand and demonstrate that success takes hard work and time to achieve. I take setbacks and failures maturely, using my experiences, feedback, and positive attitude to demonstrate progression in all activities.• I consistently demonstrate the school's core value of respect for everyone in all practical activities I undertake. I celebrate and embrace diversity in PE, encouraging others to participate in extracurricular activities. I always support the teachers or coaches in handling, maintaining, and transporting equipment at the start and conclusion of the activity.• I maintain, demonstrate, and promote high levels of motivation in a wide range of curriculum and extra-curricular sporting activities.• I remain committed to demonstrating the best version of myself and maintain an exemplary participation and attendance record.