

Physical education

Guidance for Key Stages 2 and 3



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Welsh Assembly Government

Physical education

Guidance for Key Stages 2 and 3

- Audience** Teachers at Key Stages 2 and 3; local authorities; regional consortia; tutors in initial teacher training; and others with an interest in continuing professional development.
- Overview** These materials provide key messages for planning learning and teaching in physical education. They include profiles of learners' work to exemplify the standards set out in the level descriptions and illustrate how to use level descriptions to make best-fit judgements at the end of Key Stage 3.
- Action required** To review learning plans and activities at Key Stages 2 and 3, and to prepare to make judgements at the end of Key Stage 3.
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- Additional copies** This document can be accessed from the Learning Wales website at gov.wales/learning
- Related documents** *Physical education in the National Curriculum for Wales; Skills framework for 3 to 19-year-olds in Wales; Making the most of learning: Implementing the revised curriculum; Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008)

This guidance is also available in Welsh.

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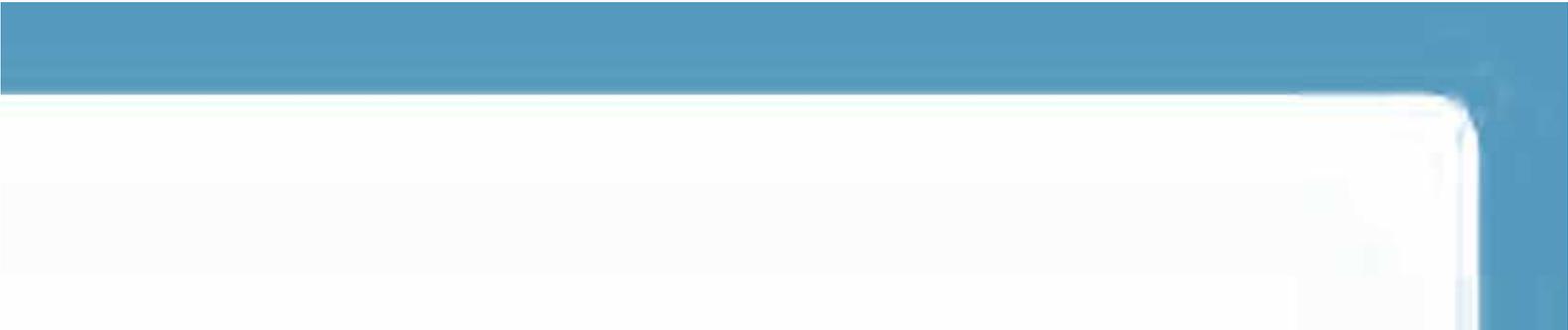
Introduction

The programmes of study set out the learning opportunities that learners should be given at each key stage and provide the basis from which you, as a teacher, can plan teaching and learning. They are divided into two sections, Skills and Range. The Skills section lists the skills to be developed in a subject and the Range section comprises the opportunities and contexts through which these skills should be developed and consolidated.

Ongoing formative assessment – assessment **for** learning – lies at the heart of good teaching. Through the assessments that you make in the course of your teaching, you will build up an extensive knowledge of your learners' strengths as well as the areas that need further development, and you will use this knowledge to help you plan for the next steps in their learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by you, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets and discover if and when the targets have been reached. Individual targets are linked to improving the quality of a learner's work, as highlighted through formative feedback, and therefore linked to success criteria for specific tasks. Level descriptions do not make effective targets as these describe attainment across the breadth of the programme of study at the end of a key stage.

Level descriptions can help to inform your planning, teaching and assessment at Key Stages 2 and 3 by indicating expectations at particular levels and progression in the subject. Evidence from assessment for learning will indicate where more time is needed to consolidate learning and when learners are ready to move on. You may wish to keep some evidence so that you can discuss a learner's work and progress with them and/or with colleagues or parents/guardians. However, there is no statutory requirement to keep unnecessarily complex records or detailed evidence on every learner.

The essential function of level descriptions is to help you make rounded summative judgements at the end of Key Stage 3 about a learner's overall performance. Level descriptions are designed neither to be used to 'level' individual pieces of work nor for the production of half-termly or termly data. It is only by the end of the key stage that you will have built up sufficient knowledge about a learner's performance across a range of work, and in a variety of contexts, to enable you to make a judgement in relation to the level descriptions.



It may be that some learners will be more advanced in some aspects of the work than in others, and that no one level description provides an exact fit. That is to be expected, and the range of individual learners' work included in these materials illustrates the making of best-fit judgements under those circumstances. Many schools/departments have found it helpful to develop their own learner profiles to support moderation of end of key stage judgements. These profiles also help to maintain a common understanding of standards when they are reviewed annually and refreshed where necessary.

When making judgements at the end of Key Stage 3, you should decide which level description **best fits** a learner's performance. The aim is for a rounded judgement that:

- is based on your knowledge of how the learner performs across a range of contexts
- takes into account different strengths and areas for development in that learner's performance
- is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance in the attainment target.

National curriculum outcomes have been written for learners working below Level 1. These are non-statutory and guidance on their use is planned.

Using these materials

These materials are divided into four sections plus an Appendix.

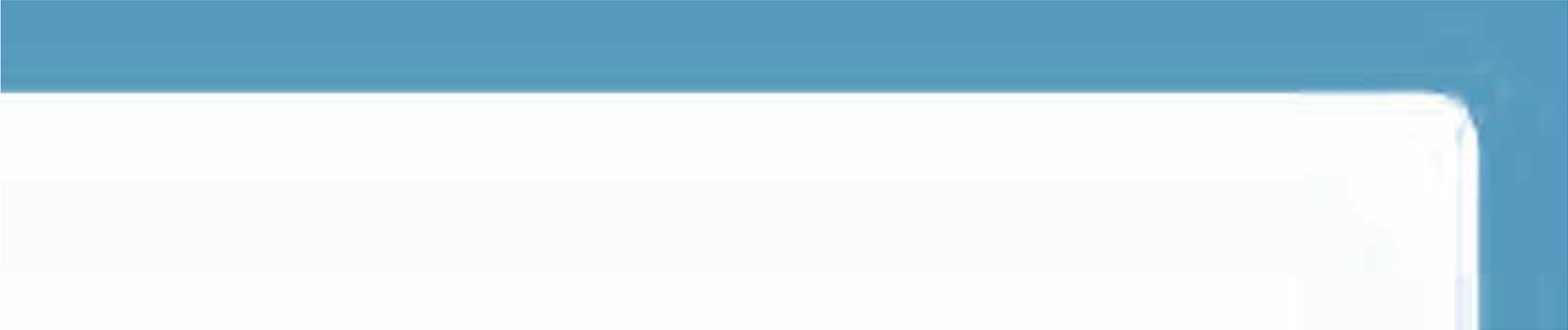
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| Section 1 | highlights key messages for learning and teaching in physical education. |
| Section 2 | highlights expectations and progression in physical education. |
| Section 3 | contains a series of Key Stage 2 learner profiles. These are designed to show the characteristics of the level descriptions. You will need to refer to the DVD as well as the booklet. |
| Section 4 | contains a series of Key Stage 3 learner profiles. These are designed to show the use of the level descriptions in coming to judgements about a learner's overall performance at the end of the key stage. You will need to refer to the DVD as well as the booklet. |
| Appendix | contains information on transition. |

This booklet and DVD are for reference when you wish to:

- review your learning plans and activities
- consider the standards set out in the revised physical education Order
- work with other teachers to reach a shared understanding of the level descriptions
- prepare to make judgements at the end of the key stage
- develop your own learner profiles
- support transition from Key Stage 2 to Key Stage 3.

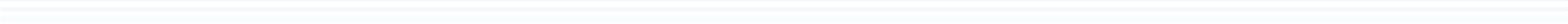
For ease of reference, the level descriptions are included in a leaflet with this booklet.

Two DVDs are also included with this booklet. One DVD contains film of the learner profiles, while the second DVD contains the same film content as well as PDF versions of *Physical education in the National Curriculum for Wales*, *Skills framework for 3 to 19-year-olds in Wales* and this guidance.



This guidance is part of a series of materials that will help teachers at Key Stages 2 and 3 to implement the revised curriculum and its associated assessment arrangements. The series includes:

- *Making the most of learning: Implementing the revised curriculum* – overview guidance on implementing the new curriculum
- *Skills framework for 3 to 19-year-olds in Wales* – which includes guidance about progression in skills
- *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3*
- *A curriculum for all learners: Guidance to support teachers of learners with additional learning needs*
- specific guidance for all national curriculum subjects, personal and social education, careers and the world of work, and religious education.



Section

1

Key messages for learning and teaching
in physical education

The revised curriculum is learner-centred and skills-focussed. Changes have been made to the content and presentation of this revised curriculum, presenting both challenges and opportunities to schools wanting to provide learners with a relevant and motivating education experience.

Key to learners' successful physical education experiences will be the planning and teaching of the programmes of study. These have been designed to offer teachers and learners:

- a focus on learning skills, particularly thinking, communication and ICT skills, woven throughout the programmes and linking with the non-statutory skills framework
- continuity and progression 3 to 19, taking into account particularly the frameworks for the Foundation Phase (especially the Physical Development and Creative Development Areas of Learning), personal and social education, careers and the world of work and 14–19 Learning Pathways (particularly approved qualifications, organised programmes leading to accreditation such as the Duke of Edinburgh's Award, and informal physical activities)
- opportunities to engage in modern, up-to-date areas of experience and different types of activities to suit learners' needs and schools' natural and physical resources in different parts of Wales
- maximum flexibility in selecting appropriate, relevant content from the considerable range of opportunities to suit the needs, interests and preferred experiences of all learners
- opportunities to link with other subjects, such as geography, history and personal and social education (PSE), engaging on fieldwork experiences which might link with aspects of Adventurous activities, or with music and drama through Creative activities such as dance.

Physical education and skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3 to 19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Icons have been used in the physical education Order to signal explicit requirements for the development of skills and learning across the curriculum. You will identify further opportunities to develop these skills and learning across the curriculum when you plan your teaching and learning in physical education.

Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In physical education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.



For example, in Megan's profile she is seen and heard explaining what is good about a performance in dance and gymnastics that she and her partner have planned, she then identifies what could be better. Tom and his partner (Key Stage 2) plan their orienteering route, complete the course, and reflect on the route they have taken. They decide it was not the most efficient route and explain how they would tackle it differently the next time. Alex uses his observations of their folk dancing to improve the effectiveness and quality of his own and others' performances. Tom and his partner (Key Stage 3) use diamond ranking to help develop their ideas and identify targets for improvement in their gymnastics sequence.

Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In physical education, learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.



For example, in Leanne's profile she communicates her ideas and information clearly during the initiative challenge activity, which she leads. She listens sympathetically to others' contributions, considers their ideas and responds aptly.

Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In physical education, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.



For example, in the profiles of Ella, Leanne and Tom (Key Stage 3), use is made of a camcorder to record long jump performances and gymnastic actions which are then analysed and developed in order to improve their technical efficiency and the impact of their gymnastics sequence.

Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings.**

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in Competitive and Adventurous activities. They use scale in plans and maps. They measure and record performances, for example time, distance and height, and use the data to set targets and improve their performance.



For example, in Tom's profile (Key Stage 2) he learns to orientate the map during the orienteering exercise. Ella knows both how far she can long jump and her best time in the 800 metres, and she uses this data to compare her practice results and set targets for improvement.

Physical education and learning across the curriculum

Curriculum 2008 provides opportunities for the development of the Welsh Assembly Government's policies and cross-cutting themes, such as personal and social education, equal opportunities, food and fitness, sustainable development and the Curriculum Cymreig.

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

Curriculum Cymreig



Learners should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Physical education contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristics of Wales through Creative activities such as dance, and the use of different musical and literary stimuli to develop dance ideas. Adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales.



The DVD contains examples of activities reflecting the Curriculum Cymreig, such as the primary school dance in which 'Wales' play 'England' at the Millennium Stadium, the Welsh folk dance and Welsh baseball. Several activities help promote a knowledge and understanding of the rich and varied environmental characteristics of Wales, filmed on location in St Donats, Dolygaer and the river Wye at Monmouth (kayaking, orienteering and mountain biking), and at Llantwit Major and Aberystwyth (jogging on the beaches).



Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Physical education contributes to learners' personal and social education by prioritising activities that contribute to health, fitness and well-being throughout life. The adoption of different roles in activities such as performer, leader and official, contributes significantly to the challenges of active citizenship and moral development. Working closely with others in cooperative and competitive situations develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure.



In particular, there are examples on the DVD of the adoption of different roles in activities, such as performer and leader (captain or coach). Learners work closely with others in problem-solving challenges and games, developing their effective relationships and building self-confidence.

The synergy between PSE and physical education extends into the promotion of health, particularly aspects such as *the relationship between diet, exercise and good health and well-being* (PSE Key Stage 3; Health and emotional well-being) and *the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness* (PSE Key Stage 2 Programme of Study; Health and emotional well-being). The physical education curriculum offers strong support to the Welsh Assembly Government's food and fitness initiatives (*Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales*). The Health, fitness and well-being area of experience is mandatory across Key Stages 2 and 3. Building on the Foundation Phase, the Key Stage 2 Programme of Study encourages learners to engage in frequent and regular physical activity, and to identify how to eat and drink healthily in order to meet the energy requirements of different activities. This is continued throughout Key Stage 3 and pupils are given opportunities to plan for daily participation in a range of activities.

Reference to this work is made by profile learners on the DVD in Key Stages 2 and 3. The video also shows sixth formers working with primary pupils as part of the Dragon Sports programme which is a part of the Welsh Assembly Government's initiative aiming to improve the range and quality of opportunities for physical activity available to pupils (Action 3: Food and Fitness plan).

Careers and the world of work



Learners should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

Learning through physical education

There are four broad areas of experience in physical education:

- Health, fitness and well-being activities
- Creative activities
- Adventurous activities
- Competitive activities.

These broad categories are distinctly different in the type of experience they offer.

Health, fitness and well-being activities



These activities include non-competitive forms of exercise and are chosen for what they contribute to general health, fitness goals and feelings of well-being.

The reason that essentially non-competitive forms of exercise are included in this programme of study is because the other competitive area of experience includes a specific programme for the development of Competitive activities. The same is true of Creative and Adventurous activities. When learners engage in frequent and regular physical activity beneficial to their health, fitness and well-being, and learn to plan physical activity through opportunities in school, at home and in the community, it will be expected that they will choose activities they enjoy, whatever the nature of the experience (competitive, creative or adventurous). The Health, fitness and well-being area of experience will encourage their identification of what is pleasurable and sustainable in order to promote an active, healthy lifestyle.

That means they should also experience engaging in physical activity which is not being judged on points scored, goals for and against, or one's ability to climb a challenging rock face. It might mean working out what you have to do to sustain activity such as a long walk or cycle ride, a jog or swim of several lengths.

Opportunities to try different activities and see how they feel, or begin to understand what benefits might accrue from doing them, would be an important part of this programme. These might include, for example, aerobics, aqua-aerobics, parachute games, tai chi, Pilates, yoga, boxercise, spinning, circuit training; using cross-trainers and rowing machines, joggers and steppers; dance and rhythm activities, skipping games and action rhymes. Not all schools can provide these experiences, but often a local leisure centre will, and finding out about opportunities in the community to try different activities is an important feature of this area of experience.



Creative activities

These activities are composed or choreographed and are generally artistic and aesthetic in nature. Dance activities present opportunities for learners to use and respond to different stimuli such as a piece of music, an idea, a storyline, a piece of creative writing, a painting or photograph, a feather, sculpture, balloon or silk scarf, etc. Learners can be helped to shape movements and build motifs, communicate ideas and express emotions using gestures and/or other non-verbal signals to convey and enhance meaning. They can explore ways of changing the dynamics of a dance by varying the amounts of energy put into it, altering features such as rhythm, speed, shape, level, direction and pathways; combining and linking actions; showing a relationship with a partner or in a group, with an audience or to the stimulus itself. There are many and varied types of dance, some of which might include contemporary, country, folk, ballroom, street, jazz, historical or disco dance.



Gymnastic activities present similar opportunities in a disciplined manner and environment, whether it is a gymnasium, a hall or even a pool. Gymnastic activities might include traditional elements of vaulting and agility, curriculum gymnastics, rhythmic gymnastics, trampolining, diving, synchronised swimming or swim-gym. Actions may be developed using the floor or apparatus, as well as in water. Opportunities are presented to learners to develop actions including travel, balance, stillness, jumps, landings and rotation. In a similar way to dance, there are opportunities to respond to a stimulus, be that a partner or group, music or apparatus.

Ultimately the Creative activities area of experience builds towards a performance, whether it is a short, simple series of linked actions or a stage dance in front of an invited audience. Learning how to perform and develop an appreciation of different movement forms is at the heart of Creative activities.

Adventurous activities



These activities are underpinned by problem solving, communication, leadership and teamwork, and often have an outdoor living and learning focus.

In the document *High Quality Outdoor Education*, written by members of the Outdoor Education Advisers' Panel and published by the English Outdoor Council, are listed 10 outcomes of high-quality outdoor education, which include: enjoyment, confidence, social awareness, environmental awareness, activity skills, personal qualities, key skills, health and fitness, increased motivation and appetite for learning and broadened horizons.



Learning outdoors provides opportunities for the development of physical skills in new, sometimes unfamiliar, and often challenging environments. Ever present is the need to understand and respect the natural environment and issues such as conservation and sustainable development.



The activities might include sports of the adventurous kind, such as sailing, rock climbing, caving, windsurfing, orienteering or canoeing. Others might have a recreational focus such as hill walking or camping. In both there are specific skills to be learned, essential to the activities being undertaken, such as paddling, reading a compass, map or instructions, tying ropes, constructing a shelter or putting up a tent. The third type of activity is specifically designed for its impact on learning and is often called a problem-solving challenge or initiative challenge. This might include rope courses, trails or initiative challenges, often for groups working together where thinking, communication and leadership skills are specifically targeted. The plan-do-review model used in these activities bears a close resemblance to the plan-develop-reflect model used in the development of thinking skills.

This area of experience also emphasises the importance of water safety and personal survival skills, and a learner's ability to apply and evaluate the principles and practice of rescue and resuscitation, whether in water or on dry land.



Competitive activities

Competitive activities are learned for the purpose of competition between individuals, groups or teams. The principles underpinning the application of these types of activities are generally strategic and tactical, such as game strategies and athletic tactics, and involve competing against others. In this area of experience, there is the opportunity to learn how to outwit others, and how to practise, train and challenge yourself to improve your own performance

Competitive activities present varied opportunities for learners to explore principles underpinning games activities, athletic activities, competitive swimming or any other activity pursued for the main purpose of competition. Throughout both key stages, learners should concentrate on developing, and then applying and adapting their skills and techniques in order to compete safely and effectively. Opportunities should be given to learn the general strategic and tactical principles underpinning the different types of activity, such as attack and defence in games, the maximising of speed in competitive swimming, rowing, sailing or track events, or achieving greater height, length and distance in events such as high jump and pole vault, long jump and shot putt, javelin and hammer throw.

Competitive activities also present opportunities for teamwork and learning about overall strategies and specific tactics in order to beat opponents in a game or a race. At a personal level the learner will plan how to improve a personal best performance through setting targets. Learning the rules of an activity and appreciating the need for rules in competition to ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship are essential aspects of this work. In Key Stage 3 there will be opportunities to adopt an alternative role such as a mentor or coach, official or leader while working with others during practice or competition.



The breadth of study requirement at Key Stages 2 and 3 should ensure that all learners can enjoy trying a range of different types of activities from all four areas of experience, building a platform for choice at Key Stage 4 and beyond. The flexibility in the physical education Order lies in the fact that schools may choose the activities that suit their learners' needs and interests, as well as their resources. The programmes of study provide the context for the different activities.

Most practical activities can be placed under different area of experience headings. Using them in different contexts enables learners to continue the development of the skills and techniques associated with the activity while enjoying their different application. Planning for this breadth of application exposes learners to a rich legacy of learned activities with the potential for lifelong learning and engagement in active lifestyles. The development of the same skills in different contexts also means that continuing to develop the quality of performance does not have to be lost when changing to different activities in order to motivate learners. Planning to use the same activity under a different area of experience simply means that the focus in learning changes in the programme of study. Such a strategy also helps to reinforce the skills from the skills framework that are built into the programmes of study.

A practical activity example might be swimming, for example:

- as part of a Health, fitness and well-being activity (for example aqua aerobics, a leisurely swim) or for fitness promotion in general as part of a non-weight bearing training programme
- as a Creative activity, such as swim-gym or synchronized swimming, where a sequence of movements is performed in the water, individually, as a pair or in a group
- as an Adventurous activity in a problem-solving challenge in the pool, or for rescue and resuscitation work
- as a Competitive activity where the aim is to improve one's speed and efficiency in stroke technique, water entry and turns, or through using the pool and a variety of swimming techniques to play a competitive game such as water polo or pool rounders.

Similarly, other activities may be used in different contexts, such as:

- dance (for example folk, jazz, disco, street, contemporary) as a Creative or a Competitive activity
- running (for example jogging, sprinting, middle distance, orienteering, cross-country) as a Health, fitness and well-being activity, a Competitive activity or an Adventurous activity
- rowing (for example on water or in a gymnasium) as an Adventurous activity, a Competitive activity or as part of a Health, fitness and well-being activity.

Examples of many of these activities involving swimming can be found on the DVD in the learner profiles.

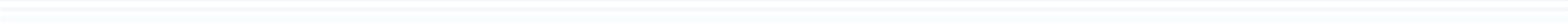
To help learners and teachers, rich tasks have been developed across each of the areas of experience and may be found on the National Grid for Learning Cymru (NGfL Cymru) website at www.ngfl-cymru.org.uk/richtasks/index.asp

Upon completion, there will be a range of tasks for teachers and learners to choose between, for use in the Foundation Phase as well as Key Stages 2 and 3. The tasks have been filmed and their written detail is also available. An introduction to the rich tasks explains fully their potential use in the context of physical education in the national curriculum.

Schools are able to organise and deliver the curriculum in the way that best suits their circumstances and needs. There are no constraints relating to time allocation or organisation of subjects. Similarly, in physical education there is considerable flexibility in planning the selection of activities to pursue in the areas of experience, and planning how long is spent on any area of experience or specific activity. The following considerations might be used to determine how long should be spent on a unit of work.

- Is the work going to be spread out or blocked to provide a concentrated learning experience? Which activities benefit from a shorter, sustained experience and which are better practised over a longer period?
- Do some learners benefit more from 'saturation' or 'sprinkling'? How do you know? What is the evidence?
- Is the work focusing on specific activity skills, strategies and ideas or is a thematic or topic approach being adopted? Is there flexibility for planning a one-off, unusual event as part of the programme, such as a Healthy Living Day? Is the work part of a project or study theme such as The Olympics? Which time frames best suit these different approaches?

At key transition points, it will be important for teachers to build on the teaching and learning that has gone before when planning the physical education curriculum. For example, work in Year 3 might be chosen to reflect the approach taken in partner Foundation Phase settings. Similarly, both the timetabling and content of work in Year 7 might reflect the approach being taken in partner primary schools. The considerable flexibility of the physical education programmes of study, while helpful to planning, could also lead to a situation where at key transition points learners with very different practical activity skills and experiences come together to start a new programme. The need for joint planning will be crucial if continuity and progression are to be achieved for learners. Schools participating in the production of this guidance have provided examples of their Year 6/7 transition links which can be found in the Appendix.



Section

2

Expectations and progression in physical education

In physical education the one attainment target consists of national curriculum level descriptions, Level 1 to Exceptional Performance.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range of Levels 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

In addition there are non-statutory national curriculum outcomes to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

There are no separate strands in the physical education attainment target. Each level description provides a rounded picture of pupil attainment in physical education, setting out the expected standards of performance. Pupils will not make progress in a linear manner, stepping completely from one level upwards to the next in one stride. Progress in one aspect of their work may serve as an indicator that the next step has been taken towards higher achievement in that one characteristic from the next level. It can take time for that moment of progress to achieve the consistency that signals greater permanence. Progress tends to be spiral in nature rather than linear.

The 'average' expectation is that pupils may progress one level approximately every two years, so that a pupil achieving characteristics of mainly Level 4 by the end of Year 6, might be expected to show mainly characteristics of Levels 5–6 by the end of Year 9.

Looking for progression in the attainment target

This section will help you to identify the characteristics of the level descriptions and should be read in conjunction with the actual level descriptions, which may be found on the accompanying leaflet. One level builds upon another and not all characteristics are repeated in the next level. In Levels 2–7, reference has been made to an example from a pupil's profile on the DVD to help your understanding of the characteristics and their progression from one level to the next.

Aspects of progression

Level 1

The expectation at this level is that largely through play pupils will develop simple skills of performance and work safely, first on their own and then with a partner. They will show curiosity and use different pieces of equipment. They will respond to ideas and emotions through play and follow instructions. They recognise a space in which to work and will practise to improve their skills and basic actions such as travelling in a space, jumping and landing, and holding a still position. They will identify very obvious differences in performances if shown contrasting actions and asked, for example, 'what is the difference between this roll and that one?' They know that moving about makes them feel warmer or breathless.

Level 2



The key feature of progression at Level 2 is that physical control is more evident and so is the confidence to tackle different activities, usually chosen by the teacher. Megan shows that she can take part in a wide variety of activities and her movements are under control during games play, gymnastics, dance and swimming activities. Pupils will work alone and with others and not be entirely dependent upon the teacher to get things done. Clearer communications with others are evident and they will be able to identify what worked and what didn't in a performance. Numbers will be used in play and scores can be kept. Some actions are beginning to be linked together in a series rather than isolated, as shown by Megan when practising her gymnastic actions. They will have ideas about how to improve what they are doing. There will be a clearer pattern to their movements and they will communicate ideas through their dance, as shown by Megan and her class mates in the 'Wales v England' rugby dance. They will respond to others' contributions. They will use longer sentences to describe how they look and feel after doing different activities.

Level 3



By Level 3, improving coordination and control are becoming more evident. A clearer shape to movements in dance and gymnastics activities can be achieved. Some fluency might be evident when actions are put together, and pupils remember a series of actions in a dance or gymnastics sequence, as seen in the cases of Megan, her gymnastics partner and others in the class. Pupils are ready to tackle challenges with others, talk about them, and start to use some key words from that activity when improving performance. Megan and her partner show this in gymnastics, with help from the word wall. She also starts to ask relevant questions in order to make progress or improve her knowledge as revealed in her football and swimming activities. There is increasing awareness of the different types of activity and experiences they are having in physical education. Megan begins to articulate these in relation to energy expenditure and what is different about Creative activities like dance. She is also able to work out some reasons why physical activity is good for her.

Level 4



The majority of pupils might be expected to reach Level 4 by the end of Key Stage 2. By the end of the key stage, performance skills are beginning to look more efficient and effective as coordination and control develops further across a wider range of skills. Tom's performance (Key Stage 2) in dance and gymnastics shows this very clearly as does his ability to experiment with his own and his partner's ideas. Tom also shows how many different activities he has made considerable progress in, the best of which are beginning to show Level 5 characteristics because of their consistency and accuracy. Tom and his partner are able to identify what makes a skill, idea and action successful. Talking fluently with others to share ideas and look at each other's work, pupils sound more confident and their thinking is more imaginative and reasoned. They can work out what constitutes a risk, apply rules and behave appropriately in competitive situations. Pupils can work out what looks good and is successful, and will show they are able to compare and talk about skills and ideas, and what they need to do to improve at this level. Occasionally, relevant questions are asked to build on skills and knowledge. Much of this development can be seen across more activities than previously, although areas of weakness may still remain in some activities. They are beginning to understand why physical activity might be good not only for their health but for fitness generally, and how to express feelings of well-being. Both Tom (Key Stage 2) and Alex communicate this clearly.

Level 5



Some of the key words for progression to Level 5 are consistency and accuracy, which should be evident across activities at this level. Greater control over the body and application in new situations, and when using equipment, is demonstrated. This is very evident in Alex's profile, which shows sound consistency and accuracy across activities such as rugby, football and gymnastics, as well as water-based activities and athletic activities. Tom (Key Stage 2) also shows this increased consistency and accuracy across a considerable number of varied types of activities. Pupils will use their initiative more often to ask relevant questions and be more forthcoming in their responses to questions or situations they find themselves in. Adam, Year 9, although often quiet, demonstrates his ability to work out the next steps in the problem-solving challenge activity and communicates to others quite clearly what they should do, even while wearing blindfolds. Pupils use their own and others' ideas to plan sequences or devise games strategies, for example as Alex and his group did with their mind map of a modified game they devised. They are able to select success criteria related to an activity and use it to make progress. Alex and his partners do this in both gymnastics and dance using diamond ranking and a word wall respectively to help them organize their criteria. Pupils will work together to organise practices to improve their skills. They recognise the aspects of quality that go into making a performance more successful. They will describe what was successful about a performance and why, suggesting alternatives if something doesn't work well enough. Ella and her partner are able to take responsibility for planning some of the revisions to their dance work with the help of video analysis. Not all skills are well executed, refined or at a higher degree of difficulty by Level 5, but performance is generally sound across a range of activities. Ella's practical performance across several of her activities shows these characteristics. They are able to explain why the body reacts the way it does after exercise. They understand which activities positively affect their health, fitness and how they feel, as demonstrated by both Alex and Ella.



Level 6



Progression to Level 6 is characterised by both greater technical efficiency, as well as increased confidence shown in aspects of the skills associated with thinking and communicating in particular.

Building upon consistency, pupils work to refine their skills and show they can perform with greater technical efficiency. This is evident in the performance of Ella in her competitive swimming as well as her rescue and resuscitation work. Tom (Year 9) and Leanne shows increased efficiency in aspects of their gymnastics sequences. Often this is in relation to more challenging tasks using skills that have a higher degree of difficulty in execution. They are able to plan sensibly, suggest options, and consider others' views to inform their thinking and the decisions they make. Pupils will evaluate outcomes and work out changes they need to make to improve those outcomes. They are able to reflect on strengths and weaknesses in performance, and why, for example, changing conditions during a game might affect the skills and tactics they select. They will adopt alternative roles such as captain, leader or mentor to others and help to lead or improve performance with some confidence. Leanne's role in both hockey and as a leader during the Adventurous activities clearly demonstrates this characteristic. Their communication skills are well developed; they relate ideas clearly and respond appropriately to others' suggestions, as Ella shows when talking to her hockey team. They understand that they need to take account of an audience when building a performance and will work to achieve this, being able to suggest ways in which they might improve the impact of their work. Leanne shows this clearly in the cheerleading development work.

They recognise that the different activities in which they engage might have an effect on fitness levels and consequently improve other activities. Leanne is able to articulate how training and nutrition might affect performance. She and her friends engage in running and exercising outside of school partly in order to improve their general fitness levels for activities such as games and athletic activities.

Level 7



Level 7 means a distinction above what an 'average' expectation in progression might be for the majority of pupils by the end of Key Stage 3. Greater refinement, practice to develop advanced skills and techniques, and an ability to plan and apply these accurately across a range of activities are all characteristics of performance at this level. More advanced skills are demonstrated in gymnastics by Tom (Year 9) and Leanne in the vault over the box and Tom's somersault from the trampette. Leanne's accurate and refined shooting skills in netball and Tom's anticipation and skills in his role as scrum half (in addition to his performance in the contrasting dance activity) exemplify more of these advanced skills and techniques.

At this level, pupils are able to plan the detail of sequences or tactics and lead in their execution, modifying their performance when necessary to obtain better results. Leanne and her partner show this clearly in the development of their gymnastics sequence, modifying what they originally planned to do after analysing their performance recorded on camera. Communication skills are well developed, including listening carefully to others' contributions and engaging their interest while making suggestions. Leanne leads groups well in their games performance and shows her well-developed communication skills during the problem-solving activity. Tom leads his unit well in the rugby game and has prepared specific tactics previously for set plays. There is an awareness of how performance must engage the interest of an audience, and pupils will modify their work to do this. They anticipate responses, consequences of action, and are able to adapt what they are doing in order to provide an alternative, relevant approach to a task. Their evaluation skills are well developed as shown by both Tom and Leanne while working with their partners in gymnastics. They can help develop criteria for success and use these effectively to improve the quality of a performance. At Level 7, pupils demonstrate confidence and competence in a range of different roles, such as a performer, a captain, a team manager or coach of an attacking or defence unit, or as an official. Leanne leads the group effectively in the problem-solving activity and through the baseball practice to improve catching skills in a pressured game situation. They understand the principles that underpin practice and training, and will use these across activities in order to bring about improvement. They understand the benefits of being active regularly, planning to stay that way, and how both activity levels and nutrition affect their health, fitness and feelings of well-being. These characteristics are

shown by Tom who plans his own daily physical activity programme and has a sound grasp of how to eat appropriately in order to provide for his energy requirements.

Level 8

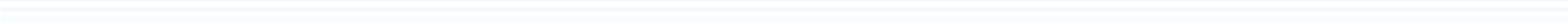
For a minority of pupils, attainment at this level means that they show consistent, controlled and effective performance. It is likely that their practical skills have earned them representative honours outside of school.

They use advanced skills in more complex, challenging work and can articulate and demonstrate the principles that underpin different forms of physical activity. Their thinking skills, communication skills and analytical use of ICT are all well developed. Their analysis of performance is accurate across different areas of experience in physical education. They are able to apply the skills, techniques, strategies, tactics or ideas learned in one activity to develop skills they need to learn in a new activity. They can judge fairly their own outcomes of performance, using a range of success criteria which they can also apply accurately to others' work. They are able to monitor their own progress and work towards planned targets. Their evaluation skills include responding sensitively to others' need for feedback. This enables them to adopt different roles in leading, mentoring, and officiating to good effect. Their extensive knowledge of principles underpinning Health, fitness and well-being activities means they can plan and evaluate appropriate daily physical activity programmes, and help others with theirs. They are competent in making adjustments to these programmes when necessary.

Exceptional Performance

Exceptional Performance might not be witnessed in every cohort of pupils, and those who possess these skills across activities will have earned representational honours outside of school.

Building upon consistent, controlled, and effective performance, pupils demonstrating exceptional qualities do so with confidence, originality and style. Techniques tested under pressure in challenging conditions remain consistent and effective. Decision making is sound and responsive to changing conditions. Pupils can anticipate and deal with problems, explain their actions and selection of skills, tactics and strategies. Pupils can articulate accurately the differences between activities pursued for health, fitness or well-being and those pursued competitively, creatively or as an Adventurous activity. They are imaginative thinkers and performers and express themselves easily and coherently, using an accurate technical vocabulary consistently. They can critically analyse their own and others' work, and are able to work independently to improve the quality of their performance. They demonstrate a commitment to an active lifestyle, building on the planning of effective, daily physical activity programmes pursued in school and in the community.



Section

3

Using the level descriptions in Key Stage 2

There is no requirement to make end of key stage judgements in physical education at Key Stage 2. However, knowledge of the characteristics of the level descriptions will help you to recognise learners' strengths, as well as areas for improvement, and to plan for progression.

You may find the following points useful when considering the profiles in this section.

- The learner profiles are not presented as a model for how you should collect evidence about your learners. Decisions about collecting evidence, and about its purpose and use, are matters for teachers working within an agreed school policy.
- The commentaries on the pieces of work have been written to indicate particular qualities of the work and make links to characteristics of the level descriptions. They are not intended as an example of a report to parents/guardians.
- The materials in each learner profile can only represent a small part of the information and experiences that make up a teacher's knowledge of each learner. They do not reflect the extent of the knowledge of each learner that you will have built up over time and from a range of different contexts. You will use this knowledge to recognise learners' strengths and areas for development, and to plan for progression.
- Some of your learners may need to use a range of alternative forms of communication to show what they know, what they understand and what they can do.

Sometimes teachers are asked for information about Year 6 learners' progress in physical education by their receiving secondary school in order that their Year 7 work can be pitched appropriately. Details of some of the transition arrangements made by the schools involved in the production of this DVD may be found in the Appendix.

Learning about physical activity and the importance of an active and healthy lifestyle is not something that we can readily separate into school work or out of school activity. Care was taken in presenting these learner profiles to present as full a picture as possible about how these young people engage in activity and what it means to them, in and out of school. Thinking about what they like and why has helped them to understand why activity might be important to them. Such preferences and time spent in developing skills relevant to work in physical education will have strengthened their profile and may be helpful to your understanding of their overall achievement.

Megan | Characteristics of Levels 2 and 3



Megan is an 11-year-old learner in Key Stage 2.

Her teachers know much more about Megan's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Megan's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Megan's profile shows some characteristics of Levels 2 and 3, but mainly characteristics of Level 3.

In general, Megan is an enthusiastic participant in many activities. She describes her favourite activity in school as netball, and out of school as football.

Megan's Key Stage 2 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
exercise to music, swimming, jogging, walking, cycling
- **Creative activities:**
dance and gymnastic activities
- **Adventurous activities:**
swimming, skills of water safety and personal survival
- **Competitive activities:**
baseball, hockey, football, netball, cricket, athletic activities

Megan enjoys the following out-of-hours activities:
cricket, football, netball, cycling, roller skating.

Megan has represented the school in netball and cricket.

Health, fitness and well-being activities



Megan's awareness of the importance of being active is increasing and she is able to *give reasons why daily physical activity is good for her* (characteristic of Level 3). In class she engages in planning daily physical activity through opportunities in school, at home and in the community.

Megan has achieved her goal of being physically active at least once, usually twice, every day.

Megan is able to *describe how exercise affects her body* (characteristic of Level 3). She recognises fatigue and aching muscles when describing her sustained swimming activity. She has identified the importance of this activity to exercising all of her body and the resistance offered by the water, so that she has to work hard to swim forwards. When swimming, she *describes the physical changes to her body*, which is a characteristic of Level 2, and knows that there is a difference between how she feels when doing athletics and playing netball. To improve her understanding of fitness in general and for fitness for specific activities, Megan needs to compare different types of activity and their physical demands, and help to plan appropriate introductory activities that prepare the body for activity. Use of key words associated with this process would also improve her ability to convey her understanding.



Creative activities

Megan is beginning to *recognise the different basic principles underpinning* the activity (characteristic of Level 3) which, in turn, will help her to distinguish different types of experiences across physical education. She *communicates different ideas and emotions* very clearly through gesture in her role as rugby spectator in the 'Wales v England' dance (characteristic of Level 2). The next step would be for Megan to learn how to do this through her movement, using her body to convey meaning in the development of more dynamic movement patterns. In her dance and gymnastics she is able to watch a performance and explain *what is good about it* (characteristic of Level 3). She is beginning to identify *what could be better* (characteristic of Level 3) and with the help of both the teacher and a word wall, will continue to improve the use of key words related to the activity, which is an expectation at Level 3. Megan shows that she is able to *practise to improve her skills and begin to link actions* in gymnastics (characteristic of Level 2). She has the *increasing confidence and physical control* to do this (characteristic of Level 2), and now needs to improve that control and her coordination, tension and clarity of body shape, especially when linking the actions in a sequence.



Adventurous activities

Megan is learning to develop skills of water safety and personal survival and understands *the different basic principles* behind why she is doing this activity and what it entails (characteristic of Level 3). In this activity, learners are given the opportunity to ask questions, and Megan describes how she has often found herself short of breath and getting tired during a sustained swim. She recognises how important it is to be able to keep going and understands that different foods might play a part in helping her find the energy she needs, so she is starting to *ask relevant questions in order to improve and make progress* in her sustained swim (characteristic of Level 3). Her ability to answer a question related to foods that offer slow-release energy shows that her understanding of nutrition and its relationship to physical activity is developing well.

Competitive activities

Megan understands the *basic principle underpinning competitive activities* (characteristic of Level 3) and enjoys playing a full and active role in these activities. She *cooperates in solving problems when working with her partner* during the modified game of football (characteristic of Level 3). She *plans how to improve their own skills...and make progress* (characteristic of Level 3). As in her other work, Megan will take the initiative and *ask relevant questions in order to improve* a skill (characteristic of Level 3), in this case about how she can aim, or direct, the ball better with her feet in order to be more accurate in her attempts to score goals.

Megan's *general control and her fluency in actions* such as bowling in cricket and baseball are steadily improving. These are both Level 3 characteristics.

While Megan's control during Competitive activities is evident, she needs to develop her coordination to the extent that she becomes aware of feet placement, particularly during throwing and striking activities. For example, in athletic activities (long jump) she has to think hard about which foot she takes off from and how she lands. When throwing the javelin, she needs to concentrate on developing the reach back with her right arm and hand, turning the body to the side to help achieve this, and leading with her opposite, left leg.



Summary

Megan's profile shows some characteristics of Level 2 and Level 3 but mainly the characteristics of Level 3.

Megan has a very positive attitude towards physical activity. She takes part enthusiastically in all activities, even those she might struggle with more than others, such as gymnastics and athletic activities. She knows that she has to work on improving her speed and some aspects of coordination required in Competitive activities as well as her general fitness. She willingly engages in these and other activities out of school for fun and fitness.

Tom | Characteristics of Levels 4 and 5



Tom is a 10-year-old learner in Key Stage 2.

His teachers know much more about Tom's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Tom's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Tom's profile shows some characteristics of Levels 4 and 5, but mainly characteristics of Level 4.

In general, Tom is an enthusiastic participant in many activities. He describes his favourite activities in school as soccer and mountain biking and out of school as rugby and golf.

Tom's Key Stage 2 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
cross-country running and mountain biking
- **Creative activities:**
gymnastics and creative dance
- **Adventurous activities:**
skills of water safety and personal survival, problem-solving initiative challenges, caving, kayaking and orienteering on a four-day residential at Dolygaer O.E. Centre
- **Competitive activities:**
football, hockey, netball, basketball, cricket, baseball, tennis

Tom enjoys the following out-of-hours activities: school clubs for football, dance and cricket; Dragon Sports activities including rugby, golf, swimming and jogging in the community.

Tom has represented the school teams in football and cricket. He has also performed in the Schools' Dance performance in Barry.

Health, fitness and well-being activities

Tom *describes how he feels doing different activities* (characteristic of Level 4) and makes simple comparisons between different activities such as walking and playing a game, describing how engaging in those activities affect the body. He recognises the contribution of physical activity to helping get one outdoors, get fit and the fact that it's fun.

Mountain biking has enabled Tom to *take some responsibility* for his *own actions* and *begin to understand associated risks* (a characteristic of Level 4). He has been able to use this knowledge in other activities, such as gymnastics.

To make progress in this area of experience, Tom will need to develop what he knows about the body's response to different forms of exercise and identify accurately how to eat and drink healthily in order to meet the energy requirements of different activities.



Creative activities

Tom has developed a keen sense of *what makes a skill, idea or action successful* (characteristic of Level 4) in gymnastics, such as straight legs, pointed toes and body tension, and the need to make his stretches 'really big'. He is ready to develop his awareness of the factors that promote quality, and take this evaluation of his own and others' work to the next level. In his gymnastics and dance, Tom demonstrates *consistent control and accuracy*, which is a characteristic of Level 5. He works with his partner George to develop a well-synchronised sequence that includes a difficult balance requiring confidence, a stable base and well-developed skills. Working with George, Tom *communicates his ideas clearly* (a characteristic of Level 4).

In his dance, he communicates his ideas and emotions using gestures well to convey and enhance meaning. In his group he takes a lead and is able to use the principles of choreography to plan and develop the movement patterns in their part of the dance. Tom shows in the building of this dance that he is beginning *to develop an increasing variety of imaginative ideas* (a characteristic of Level 5).



Adventurous activities

Tom and his group are presented with a new 'River Stones' challenge. He plays a key role in planning the group response to the challenge. He *cooperates with others* in his group and is beginning to *identify what might make an idea successful*, which are characteristics of Level 4. In his orienteering challenge, he is developing a range of new skills associated with this activity. With his partner, he is able to identify what has been difficult in the way they have tackled their route, and then is able to *use this information to plan how to improve* a subsequent attempt (characteristic of Level 4).



Competitive activities

Tom demonstrates *consistent control and accuracy* (characteristic of Level 5) particularly across his play in hockey, football, netball and touch-rugby. He is beginning to take a lead in discussions revolving around the evaluation of performance in football, and he selects and *asks relevant questions in order to help make progress* (characteristic of Level 4). Using his knowledge of football, he is beginning to *adapt his previously learned tactics, techniques and skills and apply them* in hockey (characteristic of Level 5).



Summary

Tom's profile shows characteristics of Levels 4 and 5 but mainly the characteristics of Level 4.

His work in physical education is developing rapidly, showing some strengthening characteristics of Level 5 associated mainly with practical performance in Creative and Competitive activities.

Tom engages in many and varied activities, in and out of school. His practical activity skills are developing quickly and his ability to make decisions during the course of play is very sound.

His knowledge and understanding of health, fitness and well-being is growing and shows mainly characteristics of Level 4. His communication skills are also sound and reveal mainly characteristics of Level 4. Tom is new to many of the Adventurous activities and is making good progress, already showing characteristics of Level 4.

Alex | Characteristics of Levels 4 and 5



Alex is an 11-year-old learner in Key Stage 2.

His teachers know much more about Alex's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Alex's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Alex's profile shows some characteristics of Levels 4 and 5, but mainly characteristics of Level 5.

In general, Alex is an enthusiastic participant in many activities. He describes his favourite activity in and out of school as football.

Alex's Key Stage 2 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
jogging, swimming
- **Creative activities:**
gymnastics, creative dance, Welsh folk dance
- **Adventurous activities:**
skills of water safety and personal survival, problem-solving initiative challenges, adventure trails
- **Competitive activities:**
football, hockey, rugby, athletics, swimming, cricket

Alex enjoys the following out-of-hours activities: football, cricket, gymnastics, jogging, cycling, skate-boarding, trampolining.

Alex plays football for Swansea City Under 11s and the county and local junior league teams.

He has represented the school and attends the local club in gymnastics (Urdd national medallist), as well as participating in inter-school athletics (long jump and sprint winner). He is a Ceredigion Under 11 rugby competition winner.

In athletics, his personal best long jump is 3.80m and he has run 100m in 15.62 seconds.

Health, fitness and well-being activities

Alex is able to plan and analyse his participation in daily physical activities which he recognises as being good for him. He *describes how he feels doing different activities and shows some understanding of the importance of physical activity to health, fitness and well-being* (characteristic of Level 4). He compares the demands of taking part in different activities such as football and cricket. Alex *engages in a variety of appropriate, different activities that positively affect his health, fitness and feelings about himself* (characteristic of Level 5) including jogging with his father, during which he can appreciate feeling relaxed and enjoy the views along the seafront.



Creative activities



Alex has worked hard to refine his skills in gymnastics and he shows *consistent control and accuracy* (characteristic of Level 5) in the performance of these skills. He is able to use simple *compositional principles* (characteristic of Level 5) to build his partner sequence, and with the help of his partner and their diamond ranking cards he describes his *awareness of the factors that promote quality* (characteristic of Level 5) in building their successful sequence together.

In a group of three, Alex helps to design a sequence in the pool, using their known gymnastics skills and their water skills. Together they develop *an increasing variety of imaginative ideas* (characteristic of Level 5), resulting in a lengthy, controlled and accurate sequence in which they show an awareness of each others' moves. Alex is able to *refine and adapt his previously learned skills* in gymnastics and *apply them in this new situation* (characteristic of Level 5).



Alex's control and accuracy in execution is also evident in the group practice of the challenging Welsh folk dance, Ceiliog Y Rhedyn. Alex is instrumental in using his observations of their dancing to *improve the effectiveness and quality of his own and others' performances* (characteristic of Level 5), particularly the group's timing and the need to develop the 'grasshopper' movements effectively. Working with his partner and using the word wall as a guide, Alex is able to *make simple judgements about their own performance* (characteristic of Level 4). To strengthen his evaluative ability, Alex needs to develop a greater awareness of the factors that promote quality in a performance and start to use these key words regularly in his analysis of his own and others' work.



Adventurous activities



Alex and his group are faced with a new 'Treasure Hunt Challenge' on equipment new to the school. During this activity he played a full part in planning how to tackle the task and *cooperate with others* (characteristic of Level 4) about which roles each should play, and then how they might reflect on the outcomes to plan another attempt.

Competitive activities

Alex is able to demonstrate his strengths in games play and athletics. His performances in long jump and sprinting show control, accuracy and well-coordinated skills. His personal best scores compare favourably with others three years older.

His rapid learning of practical skills and invasion game tactics is demonstrated in hockey, which he had only started to learn a few weeks before filming. Alex uses his knowledge of other games such as football to quickly advance his progress in a new game, showing he can *refine and adapt previously learned tactics, techniques and skills and apply them in new situations* (characteristic of Level 5). His feedback following simple analysis of development in the modified hockey game shows he can *make simple judgements about his own performance, using this information to plan how to improve* (characteristic of Level 4).

Alex's well-developed, *consistent control and accuracy* is also evident in rugby (characteristic of Level 5) as is his ability to *plan how to improve* his play (characteristic of Level 4). He is very aware of his strengths as well as areas for development in his work.



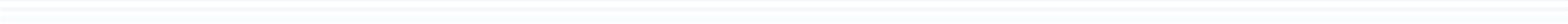
Summary

Alex's profile shows some characteristics of Level 4 and Level 5, but mainly the characteristics of Level 5.

In his work in physical education, Alex *listens carefully to what others say about his work and uses their observations to improve the effectiveness and quality of his own performance* (characteristic of Level 5). He *demonstrates his skills, knowledge and understanding across a range of activities with consistent control and accuracy* (characteristic of Level 5). Also, he is taking increasing *responsibility for the planning of elements of his work* (characteristic of Level 5) to avoid fatigue as a result of his busy schedule, and to ensure appropriate build-up in order to peak during weekend competitive performances. He is willing to *ask relevant questions in order to extend and improve performance* (characteristic of Level 5), particularly in gymnastics where he feels ready to include more challenging vaults in his sequence.

Alex's knowledge and understanding of physical education shines through what he does rather than what he says. The Level 4 characteristics associated with his work are mainly to do with aspects of communication. Through performance he shows his understanding of skills and tactics, and is able to put ideas into practice in Creative activities such as gymnastics, dance and creating a swim gym sequence in the pool. His decision making is accurate and responsive. He thinks ahead in activities like games, anticipating moves and different challenges. Alex has been able to achieve this level of success by developing and using strategies to overcome specific speech and language difficulties.

His involvement in many activities on a regular basis and at a high level of performance is a very positive influence on his active lifestyle.



Section

4

Making judgements at the end of
Key Stage 3

This section shows how level descriptions can be used when making your judgement about which level best describes a learner's overall performance at the end of the key stage.

You may find the following points useful when considering the profiles in this section.

- The learner profiles are not presented as a model for how you should collect evidence about your learners. Although you will want to be able to explain why you have awarded a particular level to a learner at the end of the key stage, there is no requirement for judgements to be explained in this way or supported by detailed collections of evidence on each learner. Decisions about collecting evidence as well as about its purpose and use are matters for teachers working within an agreed school policy.
- The commentaries on the pieces of work have been written to explain the judgement made about a learner's performance. They are not intended as an example of a report to parents/guardians.
- The materials in each learner profile can only represent a small part of the information and experiences that make up a teacher's knowledge of each learner. They do not reflect the extent of the knowledge of each learner that you will have built up over time across a range of different contexts. You will use this knowledge to make a rounded judgement about the level that best fits each learner's performance.
- You will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time. Opportunities will need to be provided for learners to demonstrate attainment in all aspects of the level descriptions.
- Some of your learners may need to use a range of alternative forms of communication to show what they know, what they understand and what they can do.

Adam | Level 4



Adam is a 13-year-old learner in Key Stage 3.

His teachers know much more about Adam's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Adam's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Adam's teachers judge that his performance in physical education is best described as Level 4.

Adam is generally happy to join in all the physical education curriculum activities at school. He describes his favourite activity in school as football and out of school as joining in the activities of the sea cadets, which he does at least twice a week.

Adam's Key Stage 3 Programme of Study for physical education consists of the following activities:

- **Health, fitness and well-being activities:**
circuit training, running activities, health-related exercise
- **Creative activities:**
gymnastics
- **Adventurous activities:**
problem-solving initiative challenges
- **Competitive activities:**
football, rugby, basketball, cricket, baseball, badminton, swimming, athletics, Sports Leadership course

Adam enjoys the following out-of-hours activities: sea cadets, which includes initiative challenges, expeditions, marching, and sea fishing.

In athletics, his personal best in javelin is 19m; long jump is 3.10m; 800m is 2 minutes 39 seconds.

Health, fitness and well-being activities

Adam shows some *understanding of the importance of physical activity to health and fitness* (characteristic of Level 4) and is able to identify how to eat and drink healthily in order to meet the energy requirements of being active. He *describes how he feels doing different activities* (characteristic of Level 4) such as football and running, which contribute to his general fitness, and makes the link between an increase in heart rate and feeling hot, sweaty and breathless. He sustains his activity levels during exercise circuit work. To take this aspect of his work to the next level, Adam would need to demonstrate that he takes every opportunity to engage in a variety of appropriate, different activities that positively affect his health, fitness and feelings about himself.



Creative activities



Adam works with his partner at the rich task 'Odd and Even'. Using the word wall that shows some of the key words associated with quality in gymnastics, Adam *identifies what makes a skill, idea or action successful* (characteristic of Level 4). With his partner, Adam *makes simple judgements about their own and others' performance, using this information to plan how to improve* (characteristic of Level 4). In trying to vary their sequence to make it look more interesting to an audience, they select changes of direction, levels and speed on which to concentrate.

Adam rarely asks relevant questions which might help him extend and improve his performance. His skills of evaluation need further development so that he can plan a performance with a sound knowledge of qualitative factors required to improve the accuracy and consistency of his work.

Adventurous activities

Adam takes part in the initiative challenge activity in which his instruction is that all the sides of the shape they are to make with the rope have to be equal. All members of the group have a 'secret' instruction and are wearing blindfolds. In this activity, Adam plays a full part in making individual and group decisions to identify problems and suggest alternative approaches. He *communicates his ideas clearly to others* (characteristic of Level 4) and *increasingly takes responsibility for the planning of elements of their work* (characteristic of Level 5). He makes a significant contribution to this activity and although the square ends up being more like a rectangle, he does well to guide others in the right direction during this difficult activity.



Competitive activities



Adam has developed his techniques, skills, strategies and tactics to the point that he can make a sound contribution to team games and athletic events. In the 800 metres, Adam shows that his *performance can be sustained over an appropriate period of time* (characteristic of Level 4) and throughout his Competitive activities he can pace himself appropriately. He shows *improved coordination and control* of the ball in football (characteristic of Level 4) and he recognises how he can *plan how to improve performance* (characteristic of Level 4) by putting pressure on attacking players, trying to intercept passes, and having more communication among the defence. He *makes simple judgements about his own and others' performance* (characteristic of Level 4) relating to the second half of the game, and is able to pick up some of the reasons for their success in closing down the attack. His basketball skills are less secure, but he *shows improved coordination and control* (characteristic of Level 4) in his movement about the court.

As an attacking player, he is able to find spaces on the court and make himself available for a pass. He finds defensive skills more difficult and loses his attacking player easily. To improve his consistent control and accuracy, Adam will need to spend time in developing his skills and begin to refine and adapt previously learned tactics, techniques and skills and apply them across his activities.

Summary and overall judgement

Levels 4 and 5 were considered and Level 4 was judged to be the best fit.

Adam presents a very consistent Level 4 profile across most of his work in physical education. The exception to this is during the initiative challenge in his adventurous activity work, when after listening for a considerable time to the views of others in the group, he steps forward and takes responsibility for planning elements of the work (characteristic of Level 5) and was largely successful in sorting out the activity. His instructions to others were along the right lines and without his timely and clear intervention the group would have gone nowhere.

Adam's coordination and control is generally sound across all of his activities from the different areas of experience. He is making progress in his athletic activities, improving his pacing and timing for the 800 metres and his throwing technique in the javelin event.

In games he takes part with interest in both football and basketball, where his appreciation of attacking play is generally more secure than his understanding and skills of defence. He shows awareness of other players' positioning, and can provide basic, accurate feedback regarding play. He is also able to do that in his gymnastics work.

To raise his profile in physical education, Adam would need to strengthen his analysis and develop his feedback to a point where he can provide solutions to problems and make meaningful progress. In his practical performance Adam needs to increase the range of skills he can perform consistently and accurately at a higher level in his Creative and Competitive activities.

Ella | Level 5



Ella is a 13-year-old learner in Key Stage 3.

Her teachers know much more about Ella's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Ella's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Ella's teachers judge that her performance in physical education is best described as Level 5.

In general, Ella is an enthusiastic participant in many activities. She describes her favourite activities in school as netball, swimming, hockey and football and out of school as football, hockey, cycling and running.

Ella's Key Stage 3 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
circuit work, cycling, skiing, swimming, running
- **Creative activities:**
gymnastics, dance
- **Adventurous activities:**
rescue and resuscitation
- **Competitive activities:**
netball, hockey, rounders, athletics, swimming, football, tennis.

Ella enjoys the following out-of-hours activities: football, hockey, rugby, running, cycling, skiing.

Ella plays for the following school teams: hockey (Year 9 captain), netball, athletics, tennis.

In athletics, her personal best long jump is 3.80m; 800m is 3 minutes 11 seconds; shot putt is 5m.

Health, fitness and well-being activities



Ella describes how she feels doing different activities and shows some understanding of the importance of physical activity to health, fitness and well-being (characteristic of Level 4). She is active both in and out of school, has planned a programme of sports, and is keen to engage in a variety of appropriate, different activities that positively affect her health, fitness and feelings about herself (characteristic of Level 5). She appreciates that circuit training is helping to develop her fitness and she is beginning to view what she does at the different stations in relation to how they might help develop specific activities. Ella can sustain her activity levels in circuit training. She needs to ensure that she does not use momentum to help her lift weights.

Creative activities

Ella and her partner Sian have choreographed a dance showing their relationship to one another, the group and the musical stimulus. They have varied the speed, the shapes they make, and the levels at which they work. There are also changes in the pathways they use. Increasingly Ella uses *compositional principles in creative activities to plan a performance with an awareness of the factors that promote quality* (characteristic of Level 5). She is aware of her own areas for development, including her occasional lack of extension, and that she needs to hold her final position at the end of the dance for longer. With the use of video analysis she is able to *take responsibility for the planning of elements of their work* (characteristic of Level 5).



Ella *listens carefully to what others say about their work* and, together with Sian, *uses their observations to improve the effectiveness and quality of their own performance* (characteristic of Level 5).



Adventurous activities

Ella plays a key role in rescue and resuscitation work. She makes full use of her strong swimming skills which she has refined in three strokes and shows *greater technical efficiency* (characteristic of Level 6). She *adapts and applies* her swimming skills in this other activity (characteristic of Level 5). She communicates strongly and clearly throughout the rescue work, and *analyses her performance to identify other skills, strategies and tactics that might have been effective* (characteristic of Level 6). Ella is Heartstart trained which has increased her overall competence and confidence in this area of experience.



Competitive activities

Ella enjoys participating in a number of different types of activity. She has developed a strategy for running the 800 metres which has produced a personal best of 3m11s and knows that she needs to improve her sprint finish to reproduce this time. Her long jump tests her approach, take-off and landing techniques and she makes use of the ICT and teacher support to improve her first attempt which is almost a metre short of her personal best. Ella *uses her observations to improve the effectiveness* of her performance (characteristic of Level 5).



In her role as hockey captain, Ella *communicates her ideas and information clearly* (characteristic of Level 6). She invites comment from others *and listens carefully to what others say about their work and uses their observations to improve the effectiveness and quality of their own performance* (characteristic of Level 5). She is able to pick up their contributions and add to them. Her hockey skills show *consistent control and accuracy*, holding up under competitive conditions (characteristic of Level 5).

Ella is successful in transferring her knowledge of hockey to the game of football, showing that she is *beginning to refine and adapt previously learned tactics, techniques and skills and apply them in new situations* (characteristic of Level 5).

Summary and overall judgement

Levels 4, 5 and 6 were considered and Level 5 was judged to be the best fit.

Ella's strengths are evident where her confidence is high, and stronger performances give her that confidence. Her skills of swimming, and rescue and resuscitation work not only look refined and strong in execution, they are accompanied by good, clear communication and thinking skills when she is helping others, which is indicative of Level 6 characteristics.

The same is true when she is playing a different role in hockey. She has practised this role as Year 9 captain and is secure with her team members and her knowledge of the game.

Her skills of practical performance show some variation. In most activities Ella is demonstrating her skills, knowledge and understanding across a range of activities with *consistent control and accuracy* which is a Level 5 characteristic. This is very evident in hockey and dance, and her tactical skills are fast developing in football.

Occasionally Ella's lack of pace lets her down, as seen in some athletic activities and also in football where she needs to develop her speed both off the spot and when in possession of the ball. Ella needs to refine her skills and perform with greater technical efficiency, particularly in athletics and some aspects of her games play.

In Creative activities such as dance, Ella can further develop her understanding of the contribution played by different compositional principles which can be emphasised to vary presentations for an audience and improve the impact of her work.

To further advance her work in physical education, Ella needs to develop her knowledge and understanding of how different activities might affect her fitness, as well as how appropriate training and nutrition can improve performance. Developing the links between the theory and the performance should improve her understanding of what she can do to develop some of her practical skills.

Leanne | Level 6



Leanne is a 14-year-old learner in Key Stage 3.

Her teachers know much more about Leanne's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Leanne's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Leanne's teachers judge that her performance in physical education is best described as Level 6.

In general, Leanne is an enthusiastic participant in many activities. She describes her favourite activity in school as hockey and out of school as dance, as part of the dance–drama club activities.

Leanne's Key Stage 3 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
aerobics, circuit work, water-based aerobic activity, sustained swimming
- **Creative activities:**
gymnastics, dance
- **Adventurous activities:**
problem-solving initiative challenges, canoeing
- **Competitive activities:**
netball, hockey, baseball, athletics, cross-country running, badminton, swimming, basketball, rugby, sports leadership activity

Leanne enjoys the following out-of-hours activities: cheerleading, outdoor pursuits at The Storey Arms Outdoor Education Centre; school clubs for hockey, gymnastics, cross-country running and dance–drama.

Leanne has represented the school in gymnastics (novice gymnastic competitions, Eisteddfod competition and school displays).

In athletics, her personal best long jump is 4.11 m (Cardiff and the Vale Under 15 qualifying championships, 2007).

Health, fitness and well-being activities

Leanne shows her knowledge and understanding through her practical work and her willingness to engage in an active, healthy lifestyle. She *recognises how different activities might affect her fitness*, such as hockey in which there is a lot of running, or gymnastic exercises in which toning and flexibility is improved, as well as swimming which uses all of the muscles in the body, *and how appropriate training and nutrition can improve performance* (characteristic of Level 6). Leanne recognises the importance of an audience when it comes to the presentation of a performance. She talks about the need to *vary their presentations for different audiences and purposes in order to improve the impact of their work* (characteristic of Level 6), especially in cheerleading activity. She has learned that the audience prefers the lifts and the cheer rather than too much dance; as the performance is for those who are watching, this is what they try to achieve. Importantly, she recognises that the audience will only see it once.



Creative activities



Performing to an audience has also influenced Leanne's gymnastics. Her skills show *greater technical efficiency* (characteristic of Level 6). She has improved the selection and quality of some of her skills in her paired sequence presentation to the point where she demonstrates more *advanced skills, refined techniques and ideas* (characteristic of Level 7). Together with her gymnastics partner Sarah, she readily shares and *communicates ideas and information, integrating different forms into presentations for different audiences*. She is able to *analyse, enhance and improve the impact of their work* (characteristic of Level 7) using her views and those of both her teacher and partner to suggest changes after watching their performance on digital camera.

Adventurous activities

Problem-solving activities offer Leanne the chance to adopt a leadership role and use her skills of thinking and communication, in particular. Leanne *demonstrates confidence and competence* in this role (characteristic of Level 7) and leads the group through a challenging activity called 'Toxic lift'. Although their first attempt at this task does not lead to a successful outcome, the task provides Leanne with an opportunity to demonstrate her considerable communication skills. She *communicates ideas and information* clearly (characteristic of Level 6) making her suggestions and instructions for action clear, and when necessary reminds the group of the rules. She makes *sound decisions* (characteristic of Level 6) throughout the activity, sharing her thoughts about using the four ropes in order to obtain a better hold on the bin containing the 'toxic waste'. She correctly identifies that they need to use the ropes in ways that would lift the bin more evenly from different sides. Time is running out, but Leanne shows how she would make time to *listen carefully to others' contributions, considering their ideas and responding aptly* (characteristic of Level 7). She continually anticipates *the responses of others and the consequences of action...and suggests alternative approaches* (characteristic of Level 7).



Kayaking is a relatively new activity for the school and for Leanne. Already she has made good progress, and learning this challenging activity has helped her to *recognise the importance of rules and safety procedures* (characteristic of Level 6) as she gets to grips with achieving *consistent control and accuracy* (characteristic of Level 5) in her appropriate selection of skills, such as paddling straight, forwards and backwards, sideways, using sweep strokes, stopping with short backstrokes, racing, standing up and capsize drill.



Competitive activities



Competitive activities also offer Leanne the opportunity to adopt a different role, such as captain in hockey and coach in baseball, where she helps design a practice to develop fielders' catching skills under pressure in a game. In this activity she is able to *evaluate accurately the strengths and limitations in planning and performance of activity* (characteristic of Level 7).

Her own skills of performance in this activity are variable under pressure, particularly her fielding skills where she is practising to refine her bowling, fielding a ball and throwing. She has obtained greater *consistent control and accuracy* in her batting (characteristic of Level 5). More *refined techniques* (characteristic of Level 7) are evident in her netball shooting skills, her well-balanced, accurate footwork and secure catching. Although hockey is Leanne's favourite activity in school, she has reached a stage of showing *consistent control and accuracy* (characteristic of Level 5) in most of her attacking skills, but not greater technical efficiency, a characteristic of Level 6, which might include use of the reverse stick, and would enable her to change direction, avoid tackles under pressure, take the goalkeeper out of position and score goals more often. Nevertheless, Leanne contributes significantly to the hockey practice, showing she could help contribute to their need to *analyse their performance to identify other skills, strategies and tactics that might have been effective and plan how to improve their next attempt* (characteristic of Level 6).

Summary and overall judgement

Levels 6 and 7 were considered and Level 6 was judged to be the best fit.

Leanne's strengths are her skills of communication and thinking, along with some of her skills of practical performance in activities showing greater refinement, such as gymnastics and netball. Her leadership work supports these achievements. Together, these show mainly characteristics of Level 7 work.

Leanne shows varying degrees of success in her practical skills across the four areas of experience, with the majority of her work revealing greater technical efficiency as a result of selecting, applying, adapting and refining her skills successfully. These are characteristics of Level 6. Some activities reveal consistent control and accuracy which are essential to later refinement and are currently indicative of attainment at Level 5.

To raise her overall attainment to Level 7, Leanne would need to work on her practical performance to demonstrate more advanced skills and refined techniques across a range of activities and further develop her understanding of the factors that impact upon the quality and effectiveness of a performance.

Overall, Leanne's attainment in physical education is best described as Level 6.

Tom | Level 7



Tom is a 14-year-old learner in Key Stage 3.

His teachers know much more about Tom's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Tom's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Tom's teachers judge that his performance in physical education is best described as Level 7.

In general, Tom is an enthusiastic, able participant in many varied activities. He describes his favourite activities as rugby, mountain biking and kayaking.

Tom's Key Stage 3 Programme of Study for physical education consists of the following activities.

- **Health, fitness and well-being activities:**
swimming, circuit work, exercise to music, jogging and orienteering
- **Creative activities:**
gymnastics and creative dance
- **Adventurous activities:**
canoeing, problem-solving initiative challenges, caving, high ropes and hill walking
- **Competitive activities:**
football, hockey, rugby, badminton, tennis, cricket, swimming and athletic activities

Tom enjoys the following out-of-hours activities: rugby, football, kayaking, rowing, mountain biking, walking, squash, basketball, rock climbing, swimming, rounders and cross-country running.

Tom has represented the school teams in rugby league, football, cricket, hockey, athletics and cross-country running.

He plays for the Under 14 County Rugby team.

Tom holds the Freestyle BCU 5* award (canoeing).

Health, fitness and well-being activities

Tom likes to engage in different activities both in and out of school and has found ways of incorporating exercise into his lifestyle by planning everything else around sport. He plans his *own daily physical activity programme* (characteristic of Level 7) and recognises how training elements within activities such as rugby contribute to fitness goals. Tom *understands the benefits of regular, planned activity and appropriate nutrition on his health, fitness and well-being* (characteristic of Level 7) and is able to consider how to eat healthily in order to provide for his energy requirements in different sports.



Creative activities



Tom and his partner Greg put together a challenging composition inspired by the film *The Matrix*, containing complex movement patterns. During the *dance he demonstrates . . . refined techniques and ideas* (characteristic of Level 7), moving with dynamism to portray the power in the dance, and also with speed of action, timing his moves with his partner and showing the jumps, kicks and punches that make up the energetic, strong dance. His own considerations of the dance composition reveal how he and his partner considered the effects of their dance on an audience and how he is able to *analyse, enhance and improve the impact of their work* (characteristic of Level 7). He is able to *evaluate accurately the strengths* in the performance of this dance (characteristic of Level 7), particularly with reference to the power he was trying to put across.



In their gymnastics sequence, Tom is able to improve the impact of their work by including more complex moves and advanced actions, which would be an expectation at Level 7. He wants the pace and different speeds in the sequence to show and improve the dynamic nature of the work. With his partner, he uses diamond ranking to help *identify targets for improvement* (characteristic of Level 7) in their sequence. Tom shows that he can *refine his skills and perform with greater technical efficiency* (characteristic of Level 6) in parts of this sequence, and also *demonstrate advanced skills* (characteristic of Level 7), for example in his performance of the unsupported somersault.

Adventurous activities

Tom shows his skills as a quietly confident and competent leader of his group building the crate stack. This activity, new to the group, also includes putting a blindfold on one of the trio on the crate stack. *He responds appropriately to this increasingly complex problem and challenge* (characteristic of Level 7). He maintains his role as a responsible leader, taking responsibility for not only himself but particularly Jo who was blindfolded in his group. During the review phase, he *evaluates accurately the strengths and limitations in planning and performance of activity* (characteristic of Level 7).



Competitive activities

Tom uses his experience of competitive rugby to take a captain's lead in guiding his team in ways to beat the opposition. He uses his knowledge of the opposition to *anticipate their responses and the consequences of action* (characteristic of Level 7) and *demonstrates confidence and competence* in the role of captain (characteristic of Level 7).

Tom has developed his game of hockey largely on the back of his rugby experiences. He *transfers his knowledge and skill of one activity to the development of another* (characteristic of Level 7).

In his development of appropriate running tactics for the 800 metres, Tom *makes sound decisions, selecting appropriate skills and strategies, and applying these effectively and safely* (characteristic of Level 6). In his long jump, Tom *refines his skills and performs with greater technical efficiency* (characteristic of Level 6) using the film of his performance and another pupil to help him analyse and evaluate his performance.



Summary and overall judgement

Levels 6 and 7 were considered and Level 7 was judged to be the best fit.

Tom's considerable strengths are broadly based across a wide variety of different practical, communication and thinking skills, in particular. He shows no obvious weaknesses in his practical performance across the four areas of experience and engages in what is a very active lifestyle.

His strengths include his skills of communication as a captain or leader and his decision making, along with many of his skills of practical performance in activities showing greater refinement and more advanced techniques. In particular these include aspects of his gymnastics and dance, games activities (especially rugby), and increasingly his water-based activities.

He analyses well, evaluates accurately and fairly, and is strengthening his profile in practical activities by using what he knows about one activity for the development of another. His understanding of what he is doing, his nutritional needs and the way the body responds to his kind of planned activity, is enhancing his ability to perform. His Level 7 profile is secure and some important foundations for Level 8 attainment have been laid.

To raise his overall attainment to Level 8 Tom would need to improve his practical performance to demonstrate more advanced skills and refined techniques so that his skills of performance are consistent, controlled and effective. He would need to develop his ability to analyse and monitor his work using appropriate success criteria beyond basic qualitative criteria, linking training with performance enhancement. Tom needs to build upon his understanding of some principles underpinning activities and demonstrate a more confident and extensive knowledge of those principles.

Appendix

Transition

In its guidance booklet *Aiming for Excellence in Key Stage 3* (2004), Estyn, in conjunction with the Welsh Assembly Government and ACCAC, confirmed that good arrangements for managing transition are key factors in helping pupils to achieve more.

The guidance focuses on:

- what schools and local education authorities (LEAs) are doing to help pupils do better as they move from primary to secondary school
- how primary and secondary schools and LEAs are working together to improve continuity in learning and teaching between Key Stage 2 and Key Stage 3.

Recognising the importance of effective transition and its links with standards, staff engaged in the production of these 2008 guidance materials outlined what they were doing to help provide opportunities for progression and continuity in learning and teaching for Year 6 and Year 7 pupils. Their collective response follows.

What partner primary schools did for outgoing Year 6 pupils and secondary staff:

- Sent assessment information for each pupil, together with any other relevant information about the pupil's interests, achievements and sports representation.
- Sent pupil-produced IT portfolios containing a personal photograph and information about their PE and school sport interests and involvement. They helped introduce the staff to the pupil, providing a talking point at the start of Year 7.

- Met with Year 7 teachers and discussed the year's work. One primary teacher commented that future use of rich tasks in PE could help with transition by improving teaching, learning and assessment, as well as providing for continuity and progression between the schools. These tasks are built progressively, aimed at pupils showing characteristics of a range of levels, such as Levels 1–2, 2–3, 3–4 and so on. Their detail includes activities to develop pupils' skills and capabilities, and their application and adaptation of skills, techniques, strategies, tactics and ideas in physical education. Designed across the areas of experience in PE, they are intended for use by teachers as part of their own scheme of work. Their link to standards exemplified in the level descriptions should help to anchor the standard of work being developed by the pupils.
- Accompanied pupils and their parents on visits to the secondary school, touring classroom facilities and the PE department as well as taking part in some lessons.
- Talked with secondary teachers about the detail of their curriculum and their Physical Education and School Sport (PESS) programme.
- Sent copies of any individual learning plans (ILPs) for outgoing pupils.

What secondary schools did for Year 6 primary school pupils and staff:

- Organised a 'familiarisation' visit from a senior staff member plus a PE department member and gave pupils a PE booklet outlining departmental expectations, as well as including notes about the activities they would be doing in Year 7.
- Ran an induction day at the comprehensive school that included a PE team-building session.
- Ran a Primary and Year 7 swimming gala at the comprehensive school.
- Ran an introductory PE activities half-day for all Year 6 pupils followed by a two-day visit for an induction course involving all subjects, including PE.

- Visited partner primary schools weekly to support the Year 6 teachers in developing specific activities. To date these have focused on Creative activities including gymnastics and dance.
- At the start of their first PE lesson, issued the new Year 7 pupils with a card detailing expectations, targets for Year 7 and for specific activities, as well as notes about the kit required for the year.
- Organised a Year 5 PE 'Taster' day which was run by the Dragon Sport sixth form sports leaders.
- Visited Year 6 pupils to present an annual Endeavour Award.
- Planned an orienteering activity for the new Year 7 pupils to familiarise themselves with their new school site.
- Arranged five Fridays in Year 6 to visit the comprehensive school for half a day of Dragon Sports activities.
- At a PESS Development Centre, the PESS coordinator visited partner primary schools and worked with pupils in Years 1–6, led staff Continuous Professional Development (CPD) and developed curriculum content.

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