



### Head, Heart and Hands Assessment for Practical at Key Stage 3

At key stage 3, students are assessed using the head, heart and hands approach. Students will study several different activities per year and at the end of each they will be graded on thinking skills, physical skills and application, their ATL grade will also be decided base on their motivation and effort.

As part of the Hands strand Students are expected to develop specific skills for each sport/activity, this is developed through the Key stage and each year builds on the previous concepts.

Students are given a head and heart grade which will be judged through each lesson based on a matrix of criteria, descriptors will be used.

Why head, heart and hands?

It is our belief that each student has the capacity to develop and improve their own performance in aspects of sport, however often softer skills can be overlooked. With this in mind students will be given the opportunity and support to develop ALL of the aspects required to be a successful athlete but also a well rounded citizen with the skills to adapt to a range of situations using transferable skills.

#### Thinking Skills (Head)

- 1) Decision making to overcome challenges in a range of different activities
- 2) Knowledge and application of rules in different physical activities
- 3) Creativity when performing in a range of physical activities
- 4) Ability to evaluate performances from themselves or others
- 5) Leadership and communication skills in physical activities

#### Physical Skills (Hands)

- 1) Skills and techniques required to perform well in a range of physical activities
- 2) Physical fitness to meet the demands of activities undertaken
- 3) Ability to overcome opponents during competitive physical activities in a range of challenging situations
- 4) Tactics required to outwit opponents in team and individual activities
- 5) Ability to problem solve in challenging situations

#### Motivation and Effort (Heart)

- 1) Respect to all
- 2) Collaboration and communication within a team
- 3) Resilience and determination to overcome challenging situations
- 4) Effort and engagement in physical activities
- 5) Confidence to perform well individually or as part of a team.



Marking and Assessment in PE Practical Lessons

1. At the beginning of the scheme of learning, each student will follow 3 weeks of FUNdamental skill development and assessment where conclusions can be drawn of the ability of the group and clear gaps in skill/knowledge so the teacher can personalise learning.

Furthermore, this will enable the teacher to place individuals into groups to work with so they can progress at the correct level.

2. Teaching of the scheme of learning will then proceed. The age-related key skills and concepts will be formatively assessed lesson by lesson.

3. Each lesson teachers and selected students will produce a clear demonstration of the whole or part of the concept/skill so that students can form a clear picture and model this in lessons. From this teachers will be able to produce a scaffold from which students can learn.

4. Teachers will differentiate tasks in order to stretch students e.g. Leadership or allow the task to be simplified so all students are able to experience success. Regular opportunities for reflection against the aims of the lesson and informative feedback will be embedded within the lessons.

5. Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) or working in small groups and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students will also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback where appropriate.

6. The final lesson of each activity within the scheme of learning will be a whole sport/performance/concept to enable the teacher to decide upon a head and hands level for the skills and concepts. The heart level will be decided upon each lesson and will be an average of how students have worked based on level descriptors of the head aspect of delivery.

7. Student Feedback from the teacher and other peers within lessons will generally be verbal and specific to the lesson aims and concepts to maintain focus on the main concepts. However, feedback about other aspects of development will be used to further enrich the students Highfields PE experience. Teachers will witness students performing skills in the development

section and conditioned game section of each lesson. The teacher should aim to

provide one piece of feedback on skill development each lesson for every child if possible, this will be dependent on the lesson focus itself and the size of the group. Prompts such as 'show me', 'How else?' 'Tell me' could be used in the verbal feedback process.

Department:	Physical Education
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7 Topic</b>	Invasion Activities	Net Wall	Fitness	OAA	Athletics	Striking and Fielding
Developing	Identify and start to develop the consistency of basic skills. Passing, Dribbling, Shooting.	Identify and start to develop the consistency of basic skills: Service, Forehand and backhand.	Identify and start to develop the understanding and development of the basic components of fitness: Speed, Agility, CV endurance. Knowledge of			



Knowledge	Core	Know the basics of how to strategically outwit opponents within small-sided invasion games using core skills: Passing, dribbling, shooting, benefits of space etc.	Non-competitive situations. Basic game strategies in a competitive game situation, reacting to opponents shots. Have a general knowledge of simple rules of the game, be able to recognise basic errors. Use the following skills more consistently: Forehand and backhand defensive, forehand and back hand attack, Short and long service, use of width and deception.	Circuit, Fartlek and continuous training. Know the basics of a 3 phase warm up and cool down. Identify 3 components of fitness, their definitions and which activity will develop them: Speed, Agility, Power, CV endurance. Understanding of how/why we use Circuit, Fartlek and continuous training.			Pupils will know how different skills in batting, bowling and fielding can help score runs. Know basic field positions in order to prevent the opposition scoring. Know the basic rules and apply ythem to semi competitive situations.
	Challenge	Analyse opponents and adapt the way you attempt to strategically outwit opponents. Using appropriate style of pass, movement off the ball, width in attack etc.	Know some advanced strategies such as playing shots to the opponents backhand, know deceptive strategies such as spin and fainting.	Know how certain activities develop a range of components of fitness. In addition know 2 train methods and how they can be used effectively: Speed, Agility, Power, CV Endurance, flexibility, Circuit, Interval, Fartlek and Continuous training.			Use knowledge to inform field positions for themselves and their team. Know how to vary shots in order to locate gaps in the field. Know and apply more advanced rules and strategy.
Understanding	Developing	Know what a defender and an attacker's role is.	Identify the difference between attacking and defensive shots. (Give an example of each).	Know the 3 parts of a warm up. Identify 3 components of fitness and 2 training methods.			
	Core	Understand the basic principles of attack and defence, and how to implement them.	Understand the basic principles of attacking and defensive shots. As well as the importance of footwork.	Understand the importance of fitness (Every day and sport specific). Understand the principles of a warm up/cool down. Understand how components of fitness			Understand how to bowl in the correct areas. Understand the different types of shots that can be played. Finally understand the tactics and techniques for effective fielding. Know the rules sufficiently enough to play a semi competitive game.



				are developed using different training methods.			
	Challenge	Implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution.	Show a good level of tactical awareness. Respond to changing situations and shot selection. Start to play to opponents weaknesses.	Understand the principles of training and how they can be used. Understand how a warm up prepares athletes for training and why. Understand			Understand how to use a combination of skills to outwit opponents in a match situation. Tactics to outwit batsmen & fielders. To understand all rules of a full cricket game.
Skill	Developing	Develop use of passing, tackling and shooting in basic practice situations. (Little or no pressure)	Perform the basic technique of forehand shots in low pressure situations.	Perform at own level in a circuit, interval and continuous training.			
	Core	Passing (Instep, laces) shooting, control and heading will be developed through small sided games and conditional situations	Learn the basic techniques using a forehand shot, performed at a slower speed, and the basics technique of the backhand. Basic footwork/co-ordination, meeting the shuttle/ball	Be able to complete a basic performance within 4 training examples. Continuous, Circuit, interval and aerobic activity.			Body position/footwork/movement when catching/batting - place ball purposefully when batting - read the flight of the ball and move into the necessary space Pupils will work on improving the quality of replication with the intention of outwitting opponents. Bowl (underarm) with control. - Catching successfully
	Challenge	Pupils will implement Passing (Driven/lofted), shooting, control and heading as well as strategic and tactical decisions based on movement of the ball into space and choice of skill execution.	Be able to control body movements and place their body in the correct position in a game situation. Consistent, making an impact on the game. Use more advanced varied skills, outwitting the opposition. Control of the shuttle/ball more consistently, performed fairly quickly	Be able to create additions/advancements to the training to allow improvements to take place. Use advanced technique to make the skills develop.			Understanding of strategy and tactics when attacking. - planning approaches to competitive games. - Work effectively as a batting pair and together outwit a fielding team. - respond to changing situations by changing and refining shot selection.



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<b>Year 8 Topic</b>							
Knowledge	Developing	Know how and why we mark opponents and think about basic attacking strategy.	Know the basic rules of TT/Bad/Tennis. Know how to keep the score. Know how to play over the net keeping a rally going.	Know the 3 phases and give examples of a warm up. Know the basic components of fitness and their definitions. Identify and start to develop the understanding of Circuit, Fartlek, interval and continuous training.			
	Core	Know how to use person to person marking effectively within small sided games. Know how to use the width of the pitch to attack.	Recognise and adapt badminton rules during competitive games. Scoring usually correct. Know how to play straight and cross table/court to opponent's backhand.	Know how to effectively warm up and cool down. Identify 5 components of fitness, their definitions and which activity will help develop them. Know the safety rules which need to be followed.			Pupils will know how different more advanced skills in batting, bowling and fielding can help score runs. Know suitable field positions in order to prevent the opposition scoring. Know the most rules and apply them to a competitive situation.
	Challenge	Know advanced defensive strategies such as zonal marking, and sweeper system. Know how to stretch opponents to create space.	Good knowledge of the games rules. Rarely making any errors. Scoring a game fairly and actively. Offering advice and help	Know how Weight, Circuit, Continuous and interval training, aerobics are conducted and which components of fitness they help develop. Know how to set up and put equipment away with control. Know how to maximise training sessions by applying basic principles of training.			Use knowledge to organise the teams field positions. Know how to vary specific attacking shots in order to locate gaps in the field. Use knowledge of advanced rules to umpire a competitive game.
	Developing	Know and understand how a defender can make it hard for attackers and how an attacker can increase their chance of scoring.	Start to think about shot selection and increase the consistency of correct decisions. Understand which shots are attacking and which are defensive.	Understand why we warm up, know the 3 parts of a warm up and examples that can be used. Start to think about how Speed, strength Agility and stamina are developed using different training methods such as circuit.			



Understanding	Core	Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions after reflection.	Make speedy decisions but limited to success. Use a few core skills, notice errors after a rally. Begin to understand the importance of the bodies preparation	Understand the importance of fitness for specific sports. Understand how a warm up/cool down can help during activities and after. Understand how Speed, strength Agility and stamina are developed using different training methods such as circuit.			Understand how to bowl in the correct areas and gain success. Understand the different types of shots that can be played both defensive and attacking. Finally understand the tactics and techniques for effective fielding, changing for left/right handed bat. Know the rules sufficiently enough to play a competitive game.
	Challenge	Pupils will be able to understand when to implement different strategies such as zonal marking. They will also develop a greater understanding of passing and creating space off the ball to maintain possession.	Demonstrate a wide range of strategies, tactics and ideas. Decision making skills are quick and made confidently.	Understand the principles of training and how they can be used, specifically Overload. Demonstrate how activities can be changed to avoid tedium.			Understand how to use a combination of skills to outwit opponents attack and fielding in a competitive match situation. Tactics to outwit batsperson & fielders. To understand and umpire using all rules of a full cricket game.
Skill	Developing	Develop use of passing, tackling and shooting in semi opposed situations increasing success.	Perform the basic technique of forehand shots and start to develop backhand shots in isolated and semi opposed situations.	Perform in a circuit, interval and continuous training showing some good technique and improve on scores from year 7.			
	Core	Further develop the fundamental principles of play when replicating core skills and movement needed including; passing, shooting, control and movement off the ball.	Use a few isolated core skills when the shuttle/ball falls to them. In a low pressured situation. Show some tactical awareness, use basic techniques in a controlled situation. Use forehand to play majority of the shots	Be able to complete a more advanced example of 4 training methods. Continuous, Circuit, interval and aerobic activity. Be able to record results.			Bowl with control varying the length and angle of delivery. Show very good skill replication with control and timing. Bowling is consistent with good length Bat with coordination dealing with different deliveries. Demonstrates good ground fielding and accurate throws.



							Use basic techniques in a modified situation - hit to the outside with a majority of shots
	Challenge	Pupils will implement Passing using deception, shooting with power and accuracy, using agility and control to beat defenders and heading as well as strategic and tactical decisions based on movement of the ball into space and choice of skill execution.	Perform core skills quickly and frequently, forehand and backhand shots performed with height and direction. Control of the shuttle is consistent. Making a significant impact on the game by varying core skills. Identify the space on the court. Demonstrate a wide range of strategies, tactics and ideas. Decision making skills are quick and made confidently.	Be able to create their own programme with additions/advancements to the training to allow improvements to take place. Use advanced technique to make the skills develop.			Range of fielding techniques. Make accurate decision about outwitting opponents with the placement of the ball. Develop a deeper understanding of the laws and terminology of the activity. use and devise a wide range of strategies, tactics and ideas to strongly impact the game



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<b>Year 9 Topic</b>							
Knowledge	Development	Know how to use person to person marking effectively within small sided games. Know how to use the width of the pitch to attack.	Know and play by the basic rules of TT/Bad/Tennis. Know how to keep the score and make decisions on fouls. Know how to play over the net keeping a rally going and how to play cross court.	Know 5 components of fitness and their meaning as well as sporting examples. Start to think about which method of training will develop each. Know some safety considerations.			
	Core	Know how to use set plays to create more effective attacking opportunities. (Corners, Free kicks etc). Increase knowledge of how to mark effectively within small sided games and dead balls.	Play with all of the regulations and rules for singles (Bad/TT/T). Making only occasional errors. Recognise fouls and keep the correct score independently. Know how to play straight and cross table/court to opponent's backhand.	Identify 8 components of fitness, their definitions and which activity will help develop them. Know how to use 4 different training methods and apply basic principles of training. Know all the safety rules which need to be followed.			Pupils will know batting/bowling and fielding skills can help the team.. Know different types/strategy for fielding. Know the rules and apply them to a competitive situation
	Challenge	Know adaptable set plays to break down the defence both from dead balls and in play (Triangle passing, hold up play, use wing play) Know how to defend against strategies effectively. (Person to person, zone, sideways jockey)	Show excellent knowledge of the game rules and apply them effectively with confidence. Rarely making any errors. Scoring a game fairly and actively. Offering advice and help	Know how Weight, Circuit, Continuous, Fartlek, plyometric, yoga, aerobics and interval training are conducted and which components of fitness they help develop. Know how to maximise training sessions by applying advanced principles of training.			Use knowledge to organise the teams field positions and evaluate and adapt during play. Know how to vary specific attacking shots in order to locate gaps in the field, and change based of opponents weaknesses. Use knowledge of advanced rules to umpire a competitive game.
	Development	Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions after reflection.	Make speedy decisions but limited to success. Use a few core skills, notice errors after a rally. Begin to understand the importance of the body's preparation.	Understand the importance of fitness for specific sports. Understand how a warm up/cool down can help during activities and after. Understand how Speed, strength Agility and stamina are developed using different training methods such as circuit.			





Understanding	Core	Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Pass selection, making the correct run etc.	Make quick successful decisions as to the type of shot to be played, with good success. Use basic skills effectively and occasionally use advanced shots (Backhand clear in bad), evaluate errors after a rally. Understand the importance of the body's preparation.	Understand the importance of fitness for specific sports, thinking about football, netball and net games. Understand how Speed, strength, power, flexibility, Agility and stamina are developed using different training methods such as circuit.			Understand how to bowl in the correct areas and how spin can help. Understand the different types of shots that can be played. Understand the tactics and techniques for effective fielding. Know the rules sufficiently enough to play a fully competitive game.
	Challenge	Understand how to adapt and respond to changing/advanced plays. This selection should be more consistent and effective. When/where to pass, switch play, go back to the defenders and build up again, through ball etc	Demonstrate a wide range of strategies and tactics understanding their use within a game. Choose the correct shots and strategy to get the opponent on the back foot to score points.	Understand the advanced principles of training and how they can be used, specifically Overload, tedium and progression. Demonstrate and specifically plan how activities can be changed to avoid tedium.			Understand how to use a combination of advanced skills to outwit opponents attack and fielding in a competitive match situation. Understand advanced tactics to outwit batsperson & fielders. To understand and umpire using all rules of a full cricket game Show a deeper understanding of tactics and reflect on the effectiveness
Skill	Development	Further develop the fundamental principles of play when replicating core skills and movement needed including; passing, shooting, control and movement off the ball.	Use a few isolated core skills when the shuttle/ball falls to them. In a low pressured situation. Show some tactical awareness, use basic techniques in a controlled situation. Use forehand to play majority of the shots.	Be able to complete a more advanced example of 4 training methods. Continuous, Circuit, interval and aerobic activity. Be able to record results.			
	Core	Further develop the fundamental principles of play using and replicating core skills and movement needed including; passing, shooting, control and movement off the ball. Demonstrating high quality performances and accurate replication	Use basic skills within a competitive game successfully. Be able to use forehand/backhand/defensive and attacking shots to outwit opponents. Show tactical awareness and use basic techniques effectively. Demonstrate confidence when performing both forehand and backhand shot in particular.	Be able to complete a more advanced example of 5 training methods. Continuous, Circuit, interval, fartlek and aerobic activity. Be able to record results and track improvements.			Control of ball placement with good shot selection. Influential in the game and successfully outwits opponents. Claim wickets as a bowler. Respond to change effectively. Replicates core skills consistently under pressure.



		Pupils will learn to combine and perform more advanced football skills consistently with a greater accuracy and tempo.					
	Challenge	Further develop the advanced principles of play using and replicating advanced skills and movement needed including; passing, shooting, control and movement off the ball. (E.g. Outside of the foot, 40 yard switch, Slide tackle, deceptive skills) Demonstrating high quality performances and accurate replication Pupils will learn to combine and perform the advanced football skills consistently with a greater accuracy and tempo generating more success.	Perform all skills quickly and frequently, forehand and backhand shots performed with height and direction. Control of the shuttle/ball is consistent. Making a significant impact on the game by varying shots and strategy. Identify the space on the court. Demonstrate a wide range of strategies, tactics and ideas. Decision making skills are quick and made confidently.	Be able to create their own programme with additions/advancements to the training to allow improvements to take place. Use advanced technique to make the skills develop quicker. Evaluate results and change training accordingly.			Outwit opposition with ease as a bowler and batter. Critically evaluate a plan to way to score runs. Analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance.

