

RET PE - KS3 Stage Ladder

- Students will be taught to
- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
 - Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance



Stage		Skills	Full Context	Evaluation and Analysis
Y9++	7	<ul style="list-style-type: none"> • Decision making is increasingly consistent in both predetermined and spontaneous situation. • They regularly produce the intended results/accuracy in isolated and conditioned drills. • When faced with organised, competent opposition, decision making is usually effective in both predetermined and spontaneous situations. • Students are able to consistently and mostly accurately combine/link a range of complex skills in active situations. 	<ul style="list-style-type: none"> • The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves. • The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. • Students are able to consistently TRANSFER skills frequently within conditioned games and in full context. 	<ul style="list-style-type: none"> • The student has Excellent knowledge and appreciation of the demands of their chosen activity. He/she is fully conversant with all, of the specific movements and terminology used when referring to the activity. • The student appreciates and shows a developed understanding of their own strengths and weaknesses and shows initiative to develop their weaknesses. They are able to provide detailed in-depth self-analysis for most of their strengths and weaknesses. All of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. All are detailed. • The student's chosen fitness strength and weakness are fully relevant to the activity and he/she is able to justify how they have impacted upon their performances.
Y9+	6	<ul style="list-style-type: none"> • When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. • There may be occasional minor errors, but the student is usually adaptive when faced with progressively challenging situations. • The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. • Students are able to frequently combine/link a range of complex skills in active situations. 	<ul style="list-style-type: none"> • The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. • The student's contribution is usually effective and significant and is sustained for the majority of the game. • The application of skill is usually appropriate to their position, though there may be some lapses. • The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but sometimes being outwitted themselves. • The student maintains technique, accuracy and consistency in the performance of some skills in set plays and in open play. • Students are able to sometimes TRANSFER skills frequently within conditioned games and in full context. 	<ul style="list-style-type: none"> • The student has good knowledge and appreciation of the demands of their chosen activity. He/she is fully conversant with most, though not all, of the specific movements and terminology used when referring to the activity. • The student appreciates their own strengths and weaknesses. They are able to provide detailed in-depth self-analysis for most of their strengths and weaknesses, although some are clearer than others. All of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. Most are detailed. • The student's chosen fitness strength and weakness are relevant to the activity, and he/she is able to justify how they have impacted upon their performances.
Avg EOY9	5	<ul style="list-style-type: none"> • The student makes effective decisions in predetermined and spontaneous situations. • There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations producing effective outcomes. • The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. • Students are able to frequently combine/link skills in relevant more active situations. 	<ul style="list-style-type: none"> • The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. • The student's contribution is sometimes effective and significant, but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. • The student maintains technique and accuracy in the performance of most skills in set plays and in open play, but it is not always consistent. 	<ul style="list-style-type: none"> • The student appreciates many of their own strengths and weaknesses. They are able to provide some self-analysis for most of their strengths and weaknesses, although some are considerably clearer than others. • Most of the strengths and weaknesses are justified (some fully) with reference to appropriate competitive/performance situations. • The student's chosen fitness strength and weakness are relevant to the activity and he/she is able to provide some justification of how they have impacted upon their performances, though elements of the justification may not be wholly convincing.

			<ul style="list-style-type: none"> • The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves. • The application of skill is not consistently appropriate to their position. • Students are able to sometimes TRANSFER basic skills frequently within conditioned games and in full context. 	
Avg EOY8	4	<ul style="list-style-type: none"> • When faced with opposition, the effectiveness of decision making is inconsistent. The student makes effective decisions in predetermined situations. • There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. • The quality of technique is maintained for some skills but sometimes deteriorates as challenge increases. • Students are able to sometimes combine or link basic skills in relevant more active but limited situations. 	<ul style="list-style-type: none"> • The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. • The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. • The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. • The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves. • The application of skill is only occasionally appropriate to their position. • Students are able to sometimes TRANSFER basic skills in consistently within conditioned games and occasionally within full context. 	<ul style="list-style-type: none"> • The student shows knowledge and appreciation of the demands of their chosen activity but sometimes lacks depth in their explanation. He/she is conversant with many of the specific movements and terminology used when referring to the activity, though terminology is occasionally used imprecisely or unclearly. • Most of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. • The student's chosen fitness strength and weakness are mostly relevant to the activity and he/she is able to provide limited justification of how they have impacted upon their performances.
Avg EOY7	3	<ul style="list-style-type: none"> • When faced with opposition, decision making is only occasionally effective in predetermined and some spontaneous situations. • When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. • The quality of technique is maintained for few skills and often deteriorates when challenge increases. • There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy. • Students are able to sometimes combine or link basic skills in passive situations. 	<ul style="list-style-type: none"> • The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. • The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. • The application of skill is rarely appropriate to their position. • The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves. • Students are working towards TRANSFERING basic skills frequently within conditioned games. 	<ul style="list-style-type: none"> • The student shows some knowledge and appreciation of the demands of their chosen activity but frequently lacks depth in their explanation. He/she is conversant with some of the specific movements and terminology used when referring to the activity, but they often lack precision and clarity and have confused some terms. • The student appreciates some of their own strengths and weaknesses. They have provided a self-analysis for most of their strengths and weaknesses, but there are obvious inconsistencies in the clarity of their responses. Only some of the strengths and weaknesses are justified (generally not with detail) with some reference to appropriate competitive/performance situations. • The student's chosen fitness strength and weakness show some relevance to the activity but he/she isn't able to provide justification of how they have all impacted upon their performances.
Avg EOY6	2	<ul style="list-style-type: none"> • Demonstrates limited techniques and accuracy in the performance of a skill but is unable to adapt to any open skills/challenges and rarely produces the intended result/accuracy. • Uses skills taught to outwit opponents on rare occasions and is mostly outwitted due to frequent errors in performance of skills/techniques. • When faced with opposition, decision making is only occasionally effective in predetermined situations 	<ul style="list-style-type: none"> • Student attempts to operate in full context and attempts to make decisions, tries techniques and tries to select and apply skills. • Students are working towards TRANSFERING basic skills occasionally within conditioned games. 	<ul style="list-style-type: none"> • The student shows only a limited knowledge and appreciation of the demands of their chosen activity and lacks depth in their explanation. He/she is conversant with a few of the specific movements and terminology used when referring to the activity, but confuses many of the terms and lacks precision and clarity. • The student appreciates very few of their own strengths and weaknesses. They have provided a self-analysis for some of their strengths and weaknesses, but few of their responses provide any depth or clarity. The strengths and weaknesses are generally not

		<ul style="list-style-type: none"> • Students are able to sometimes combine or link basic skills in unopposed situations. 		<p>justified (little detail is provided) with only partial reference to appropriate competitive/performance situations.</p> <ul style="list-style-type: none"> • The student's chosen fitness strength and weakness may be relevant to the activity but he/she is not able to provide any valid justification as to how they have impacted upon their performances
	1	<ul style="list-style-type: none"> • Demonstrates simple techniques in the performance of a skill but is unable to adapt technique in an open situation and very rarely produces the intended result/accuracy. • Uses skills taught to outwit opponents but can do this on extremely rare occasions and is nearly always outwitted due to very frequent errors in performance of skills/techniques. • Attempts to demonstrate appropriate skills that are appropriate to task. • Attempts to produce intended result/accuracy. • Students are working towards linking or combining skills. 	<ul style="list-style-type: none"> • Student attempts to operate in full context. • Student is working towards full context. • Students are working towards TRANSFERING basic skills. 	<ul style="list-style-type: none"> • The student is working towards showing limited knowledge and appreciation of the demands of their chose. • He/she can identify a few of the specific movements and terminology used when referring to the activity. • The student is working towards seeing their own strengths and weaknesses, and self-analysis.