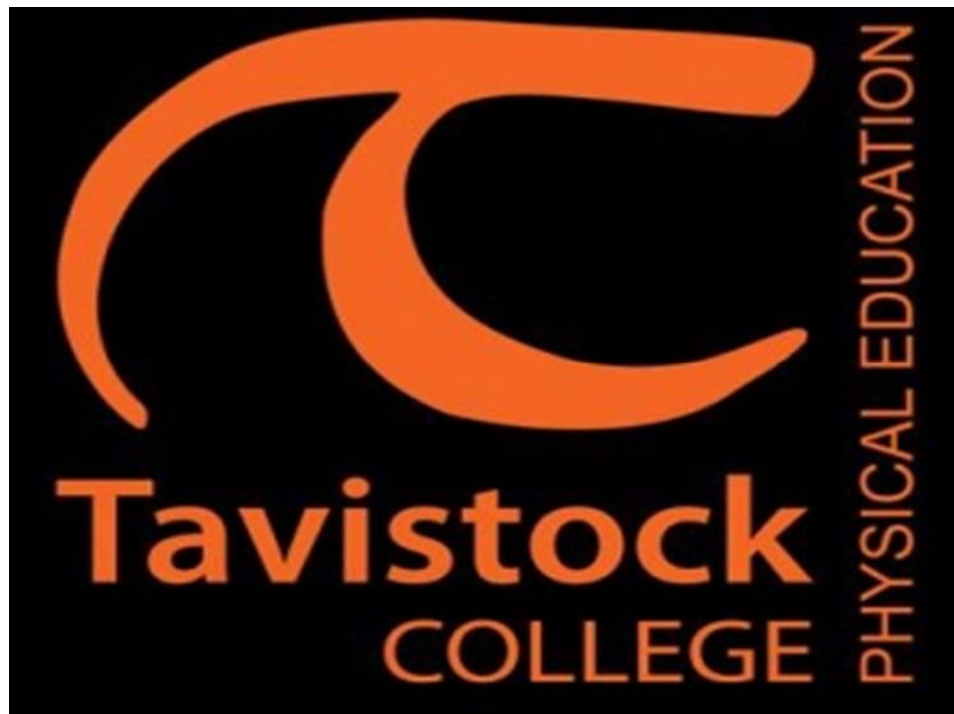


Name:.....

Tutor:.....

Physical Education
Assessment
Passport
Key Stage 3

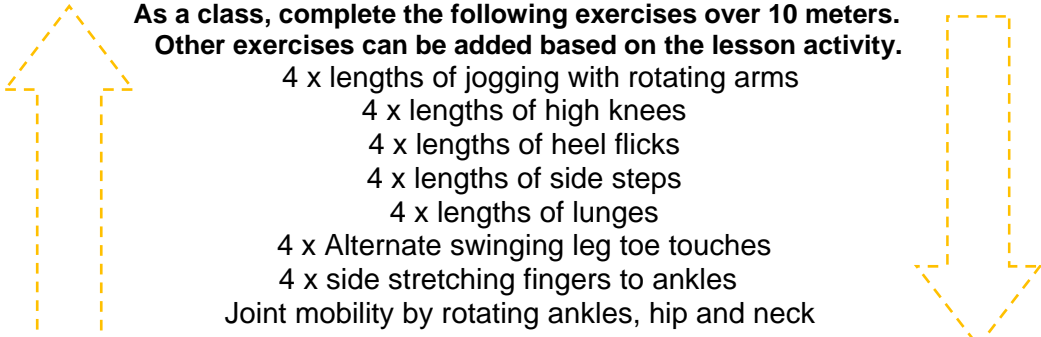


Together: We care, we challenge, we excel

Basic expectations In PE

When you take part in PE you are expected to do the following:

- ★ Try your best in all activities
- ★ Learn using the cooperative college values
- ★ Arrive to the PE faculty on time with full PE kit
- ★ Arrive to lesson area promptly and ready to learn
- ★ Listen to the teacher and follow all instructions
- ★ Follow rules on health and safety (jewellery, hair, gum and equipment use)
- ★ Ensure all valuables are kept in a safe place.
- ★ Respect the facilities
- ★ Warm up effectively (here is the basic 'Tavy warm up' below for guidance)



**As a class, complete the following exercises over 10 meters.
Other exercises can be added based on the lesson activity.**

- 4 x lengths of jogging with rotating arms
- 4 x lengths of high knees
- 4 x lengths of heel flicks
- 4 x lengths of side steps
- 4 x lengths of lunges
- 4 x Alternate swinging leg toe touches
- 4 x side stretching fingers to ankles
- Joint mobility by rotating ankles, hip and neck

Most importantly though is to **ENJOY YOURSELF** and whatever level you work at, always keep trying to improve your performance and **DO YOUR BEST**.

This KS3 booklet contains an outline of all work you will do in PE throughout Key Stage 3. Each sheet shows you what you should: **Know, Understand, Be able to do**, by the time you have finished each activity area

This booklet also contains a Record of Achievement Sheet for each activity area. This is for you to fill in with teacher guidance when you have completed the work.

This booklet also contains record sheets for you to take note of:

- ★ Your athletic results and targets
- ★ Your fitness results and targets

This is your personal booklet. Please use it and please look after it.

My athlete profile

I have just arrived at from.....Primary School.

- ★ In Year 6 I belonged to the following clubs and activities at lunchtime and after school:

.....
.....

- ★ In Year 6 I played for the following teams

.....
.....

- ★ Out of school, I take part in the following sports activities at least once a week:

.....
.....

- ★ Out of school I play for the following teams or attend the following clubs:

.....
.....

- ★ I really enjoy the following sports activities:

.....
.....

- ★ I would like the opportunity to try the following new sports activities:

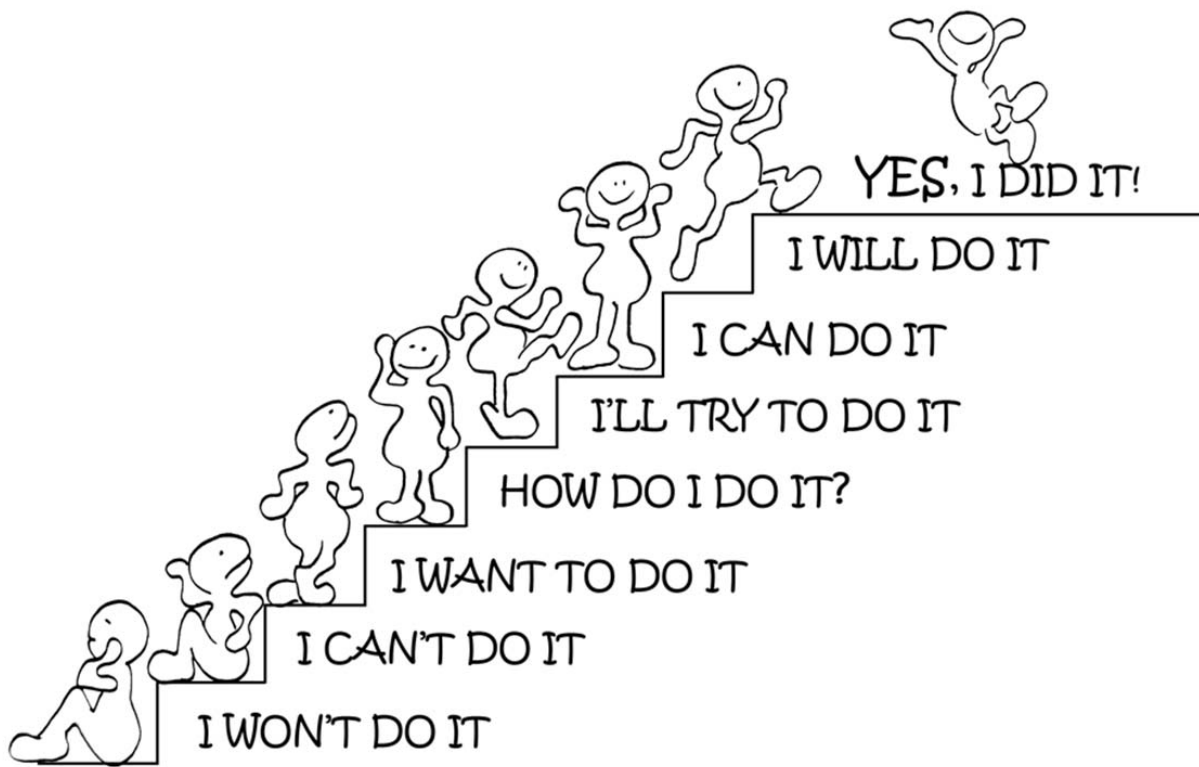
.....
.....

Assessment, progress and monitoring

In Key Stage 3 you will be assessed against 'learning objectives' for each activity. Each sport has some learning objectives and you will be able to measure your progress against these and see how you improve and develop over time!

How the assessment works

1. Under each activity there are a number of statements.
2. Each time you achieve one of those statements you need to tick in the box next to it with direction from either the teacher, a peer or informed self assessment.
3. The number of verified statements that you have completed by the end of the activity block will relate to your progress against the objectives
4. The table at the bottom of the page then provides a red, amber, green (RAG) indication of your progress in this activity area.
5. Progress is individual to you and the illustration below demonstrates this.



WHICH STEP HAVE YOU REACHED TODAY?



Developing the Cooperative Values

Through taking part in PE and completing this booklet you will develop and show evidence of the following skills .(The numbers in black are used throughout to show which skills are developed where.)

Equality (1)

- ★ Identify questions to answer and problems to resolve in a sporting activity.
- ★ Analyse and evaluate information, judging its relevance and value and use to improve own or others sporting performance.
- ★ Support conclusions, using reasoned arguments and evidence.

Self Help (2)

- ★ Generate ideas/tactics to explore possibilities in a sporting situation.
- ★ Ask questions to extend their thinking, connect their own and others' ideas and experiences in inventive ways in order to develop in a sporting manner.
- ★ Try out alternatives or new solutions and follow ideas through.

Solidarity (3)

- ★ Assess themselves and others, identifying areas to improve and good practice and acting accordingly.
- ★ Set goals with success criteria for their development and work.
- ★ Collaborate with others to work towards common goals.

Equity (4)

- ★ Accept feedback and deal positively with praise, setbacks and criticism.
- ★ Adapt behaviour to suit different roles and situations, including leadership roles.
- ★ Show fairness and consideration to others and provide constructive support and feedback to others.
- ★ Take responsibility, showing confidence in themselves and their contribution in a team situation.

Self-responsibility (5)

- ★ Seek out challenges or new responsibilities and show adaptability to different sporting situations.
- ★ Work towards goals, showing initiative, commitment and perseverance.
- ★ Organise time and resources when leading groups.
- ★ Manage their emotions, and build and maintain relationships.

Democracy (6)

- ★ Discuss issues of concern, seeking solutions where needed.
- ★ Present a persuasive case for action to influence a sporting situation.
- ★ Propose practical ways forward, breaking these down into manageable steps.
- ★ Identify improvements that would benefit others as well as themselves.
- ★ Try to influence others, negotiating and balancing diverse views to reach workable solutions.



PERFORMING AT MAXIMUM LEVELS

ATHLETICS



Performing at Maximum Levels

Athletics – Year 7

- Can you warm up effectively for different athletics events? (5, 6)
- Can you perform a sprint start in practice? (6)
- Can you perform a sprint start in a race situation? (2, 6)
- Can you consistently perform a legal long jump using seven strides? (5, 6)
- Do you know the rules involved with running events (staggered starts and staying lane)? (1)
- Can you perform two of the throws legally from a standing position? (1, 5, 6)
- Can you perform correct hurdle technique over a small hurdle, whilst jogging? (5, 6)
- Can you pace yourself over an 800 m and/or 1500 m run? (5)
- Do you know how to measure jumping and throwing events? (1, 5)
- Can you pass the relay baton effectively in practice, using an upward or downward sweep? (5, 6)
- Do you know the basic principles associated with all throwing events (angle of release, body position, weight transfer, etc.)? (1, 3)
- Can you take off using the correct foot and landing technique, over a low/high jump bar? (3, 5, 6)
- Can you fluently link the hop, step and jump together from a standing position? (6)

No. of Objectives Achieved	Progress RAG
1–3	
4–10	
11+	

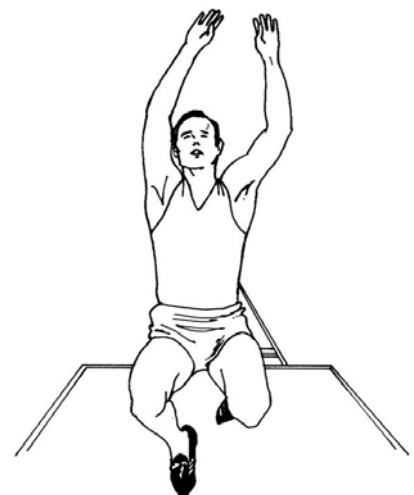


Performing at Maximum Levels

Athletics – Year 8

- Can you lead a warm-up for a small group? (4, 5)
- Do you know how to use a stopwatch? (5)
- Can you analyse a partner's running technique and give feedback on how to improve? (2, 3, 6)
- Can you sprint with good technique? (3, 6)
- Can you pace out an effective run-up for two different jumps? (2, 5)
- Can you perform a triple jump linking the three phases from a run-up? (2, 3, 5)
- Can you throw the javelin legally using a three-step run-up? (2, 3, 5)
- Can you help a partner improve in one of the throwing events? (2, 3, 6)
- Can you use the chin-knee-toe technique to legally throw the shot putt? (3, 6)
- Can you take and pass the baton effectively whilst running? (3, 6)
- Can you plan basic tactics of approach in the 800 m or 1500 m? (1, 2, 6)
- Can you release the discus correctly, from the front of the hand using the forefinger? (3, 6)
- Can you use correct technique to clear two consecutive hurdles? (3, 6)

No. of Objectives Achieved	Progress RAG
1–3	
4–10	
11+	



Performing at Maximum Levels

Athletics – Year 9

- Can you coach a small group to help improve their maximum level in either a run, throw or jump? (2, 3, 5, 6)
- Can you move over hurdles using a regular stride pattern? (3, 6)
- Do you understand the importance of even phases in triple jump? (1, 2)
- Do you know the relay change over markings? (1)
- Can you run the 800 m and/or 1500 m with evenly timed lap times? (3, 6)
- Can you display an effective run-up, take-off, flight and landing in two jumping events? (3, 6)
- Can you throw the javelin legally using a full run-up? (3, 6)
- Can you throw the discus using a full twist? (3, 6)
- Can you throw the shot putt, legally, using the glide technique? (3, 6)
- Can you officiate at least one athletics event? (5)
- Can you use the sprint start to flow into your upright running action? (3, 6)
- Can you perform a Fosbury flop in competition? (3, 6)
- Can you analyse a partner's performance and give feedback on how to improve their maximum level? (2, 3, 6)

No. of Objectives Achieved	Progress RAG
1–3	
4–10	
11+	



Athletics Keywords

Warm-Up	Sprint Start	Long Jump
Safety Rules	High Jump	Javelin
Shot Putt	Cross-Country	Pace
Middle Distance	Discus	Hammer
Triple Jump	High Jump	Fosbury Flop
Relay Baton	Angle of Release	Stopwatch
Upright Running	Step	Jump
Hurdles	Take-Off	Glide
Stride Pattern	Shift Turn	Hop
Western Roll	Scissor Kick	Metres
Pole Vault	Energy Transfer	Starter



Developing the cooperative values

Reflection

Each statement on the assessment pages has numbers in brackets that correspond with each of the cooperative values (CV). Each time you tick off a statement you earn one point towards your score with the total available points shown below for each CV. Assess your current strengths and areas to improve as a means of reflection.

Year 7

① Equality

...../ 4

② Self help

...../ 1

③ Solidarity

...../ 2

④ Equity

...../ 0

⑤ Self-responsibility

...../ 8

⑥ Democracy

...../ 9

My strongest CV is

I need to improve on

Year 8

① Equality

...../ 1

② Self help

...../ 6

③ Solidarity

...../ 9

④ Equity

...../ 1

⑤ Self-responsibility

...../ 5

⑥ Democracy

...../ 8

My strongest CV is

I need to improve on

Year 9

① Equality

...../ 2

② Self help

...../ 3

③ Solidarity

...../ 10

④ Equity

...../ 0

⑤ Self-responsibility

...../ 2

⑥ Democracy

...../ 10

My strongest CV is

I need to improve on

Reflection

After reviewing your progress against the objectives and following discussion with your teacher, reflect on the feedback given to inform you on how to improve and make progress. Record 'what went well' (WWW) and an 'even better if' (EBI) target for next time.

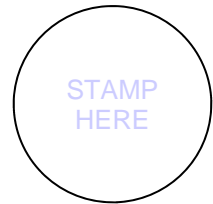
Year 7

WWW:.....
.....



EBI:.....
.....
.....

Verbal Feedback



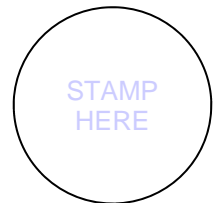
Year 8

WWW:.....
.....



EBI:.....
.....
.....

Verbal Feedback



Year 9

WWW:.....
.....



EBI:.....
.....
.....

Verbal Feedback

