

Physical Education

Key Stage 3 Mastery Curriculum

Head, Heart & Hands Assessment Overview

Mastery Descriptors

Progress Tracker


KEY STAGE 3 PHYSICAL EDUCATION MASTERY CURRICULUM
PROGRESS TRACKER

| What you will be assessed on in Physical Education. | HEAD  | HEART  | HANDS  |  |
|---|---|--|--|---|
| What qualities you will develop in Physical Education. | 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules | 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence | 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving | What Went Well Even Better If Next Steps |
| Activity / Sport 1 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 2 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 3 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 4 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 5 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 6 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 7 | | | | DIRT WWW/EBI/NS |
| Activity / Sport 8 | | | | DIRT WWW/EBI/NS |
| My Starting Profile is..... | | Autumn MTA | Spring MTA | Summer MTA |
| Mastery of Knowledge, Skills & Understanding in lessons, homework & tests | Emerging | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Developing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Securing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Extending | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Mastering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Progress Indicator | Less Than Expected | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Satisfactory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Good | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Outstanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |




1. Students must record the sport/activity and their mastery statements in their planners using the **'Progress Tracker'** immediately after the final lesson of each unit of work.
2. Students must also be challenged to self-assess their performance and progress in this unit of work and be encouraged to comment on and share their self-assessments of their own learning and progress through [WWW/EBI/NS](#).
3. Teachers must enter all mastery statements into 4Matrix following each unit of work.

Head, Heart, Hands Assessment Model Overview

'**Head**, **Heart**, **Hands**' works as three strands. Each of these strands has six sub-strands under each heading. Students will be assessed across 2 selected strands within each taught unit of work. Every unit will require a '**Hands**' assessment. Head and Heart assessments will alternate each unit.

pupil  PROGRESS

Assessment in PE

| Head | Heart | Hands |
|---|--|--|
|  |  |  |
| <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules | <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence | <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving |

Mastery Descriptors

Mastery descriptors provide a set of criteria specific to each year group. Each year group's criteria cover different content to the previous one, providing plenty of stretch and challenge for students, and the ability for lessons to be truly differentiated. Each year group has its own set of 'Head, Heart & Hands' mastery assessment descriptors which will aid and support accurate, consistent and moderated assessment.

Year 7 Mastery Curriculum 'HEART' Assessment (Affective/Feeling)



Communication Leadership Respect Resilience Effort Confidence



| Emerging | Developing | Securing | Extending | Mastering |
|--|---|--|---|---|
| I can recall the qualities that make a good leader | I can demonstrate leadership of a small group of peers with some confidence | I can demonstrate confidence and apply leadership qualities to lead large group warm ups | I am confident and competent when leading large groups of performers | I demonstrate good leadership qualities both in lessons and at extra-curricular clubs |
| I understand the importance of consistently bringing PE kit to lessons | I can demonstrate communication skills within discussions and activities | I am hard working, resilient and eagerly accept challenges | I effectively apply methods of communication to different ages, abilities, experiences and situations | I display clear communication skills, empathy and patience |
| | | | | |

Year 9 Mastery Curriculum 'HEAD' Assessment (Cognitive/Thinking)



Knowledge Understanding Analysis Feedback Responsibility Rules



| Emerging | Developing | Securing | Extending | Mastering |
|---|--|---|--|--|
| I can lead an effective self warm up. | I can describe how the body adapts and benefits from regular exercise. | I can describe many short and long-term effects of exercise on physical, mental and social wellbeing. | I have knowledge of a range of training methods and can analyse others' sporting needs. | I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance. |
| I can recall most major muscles in the body. | I can take responsibility for leading a small group warm up. | I can lead an effective warmup to the whole class. | I display excellent understanding and can analyse ways to improve skills, techniques and the quality of performance. | Evaluate the technical and tactical demands of performance. |
| I can describe some skills and rules in some sports. | I have good knowledge of skills, technique and understand how this improves my own and others practical performance. | I can identify problems with techniques and can apply teaching points to correct these mistakes. | I can lead others in activities and warm ups to enhance students learning. | I can plan, lead, and justify an effective coaching session. |
| I can identify techniques, helping me to begin to improve my own performance. | | | | |
| | | | | |

Year 8 Mastery Curriculum 'HANDS' Assessment (Psychomotor /Doing)



Physical Ability Fitness Levels Competitive Technique Tactics Problem Solving



| Emerging | Developing | Securing | Extending | Mastering |
|--|--|---|---|---|
| I can demonstrate with some accuracy and success, basic skills, techniques and tactics in passive practices. | I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices. | I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities. | I can demonstrate, with precision control and fluency, an extensive range of appropriate skills techniques, and tactics in very challenging activities. | I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities. |
| I can complete a 2-minute run | I can complete a 3-minute run. | I can complete a 7-minute run. | I can complete a 15-minute run. | I can complete a 20-minute run. |
| | | | | |

Year 7 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)

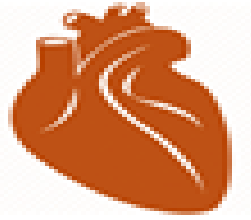


| | | | | | |
|-----------|---------------|----------|----------|----------------|-------|
| Knowledge | Understanding | Analysis | Feedback | Responsibility | Rules |
|-----------|---------------|----------|----------|----------------|-------|

| Emerging | Developing | Securing | Extending | Mastering |
|--|---|---|--|--|
| <p>I can identify some reasons for needing to complete a warm up</p> <p>I can identify a benefit for taking part in physical activity</p> <p>I am beginning to understand why we have rules in sport</p> | <p>I can lead an effective self-led warm up</p> <p>I can identify most major muscles in the body</p> <p>I can describe and explain some skills and rules in some sports</p> | <p>I can describe how the body adapts and benefits from regular exercise</p> <p>I can take responsibility for leading a small group warm up</p> <p>I can apply my knowledge of skills and techniques and this improves my own and others' practical performance</p> | <p>I can categorise many short- and long-term effects of exercise on physical, mental and social well-being</p> <p>I can lead an effective warm up to the whole class</p> <p>I can examine problems with techniques and can give teaching points to correct these mistakes</p> | <p>I can justify the advantages of following an active and healthy lifestyle on physical, mental and social well-being</p> <p>I can lead and officiate matches showing a good understanding of the rules</p> <p>I can evaluate a performance of a peer or myself in order to improve skills, tactics and / or fitness levels</p> |
| | | | | |

Year 7 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



| | | | | | |
|---------------|------------|---------|------------|--------|------------|
| Communication | Leadership | Respect | Resilience | Effort | Confidence |
|---------------|------------|---------|------------|--------|------------|

| Emerging | Developing | Securing | Extending | Mastering |
|---|--|---|--|--|
| <p>I can recall the qualities that make a good leader</p> <p>I understand the importance of consistently bringing PE kit to lessons</p> | <p>I can demonstrate leadership of a small group of peers with some confidence</p> <p>I can demonstrate communication skills within discussions and activities</p> | <p>I can demonstrate confidence and apply leadership qualities to lead large group warm ups</p> <p>I am hard working, resilient and eagerly accept challenges</p> | <p>I am confident and competent when leading large groups of performers</p> <p>I effectively apply methods of communication to different ages, abilities, experiences and situations</p> | <p>I demonstrate good leadership qualities both in lessons and at extra-curricular clubs</p> <p>I display clear communication skills, empathy and patience</p> |
| | | | | |

Year 7 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



| | | | | | |
|------------------|----------------|-------------|-----------|---------|-----------------|
| Physical Ability | Fitness Levels | Competitive | Technique | Tactics | Problem Solving |
|------------------|----------------|-------------|-----------|---------|-----------------|

| Emerging | Developing | Securing | Extending | Mastering |
|---|---|---|---|--|
| <p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in isolated pressure practice</p> <p>I can complete a 2-minute run</p> | <p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices</p> <p>I can complete a 3-minute run</p> | <p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities</p> <p>I can complete a 5-minute run</p> | <p>I can demonstrate with consistent accuracy and success a range of appropriate skills, techniques and tactics in challenging activities</p> <p>I can complete a 10-minute run</p> | <p>I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities</p> <p>I can complete a 12-minute run</p> |
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Year 8 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)

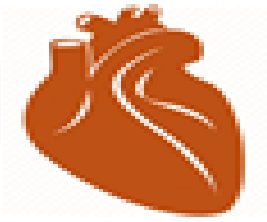


| | | | | | |
|-----------|---------------|----------|----------|----------------|-------|
| Knowledge | Understanding | Analysis | Feedback | Responsibility | Rules |
|-----------|---------------|----------|----------|----------------|-------|

| Emerging | Developing | Securing | Extending | Mastering |
|--|--|--|---|--|
| <p>I can recall some muscles in a warm up.</p> <p>I can identify some reasons as to why I need to complete a warm up.</p> <p>I know and can describe some skills and rules in some sports.</p> <p>I am beginning to have some understanding of techniques.</p> | <p>understand how the body reacts during exercise.</p> <p>I can lead a warm up to a partner</p> <p>I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance.</p> <p>I can begin to give feedback to others about their performance.</p> | <p>I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity.</p> <p>I can explain the benefits to the body and mind of regular participation.</p> <p>I can apply my knowledge of rules and tactics of several different sports.</p> <p>I can give some feedback to my peers and teams performance.</p> | <p>I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing.</p> <p>I can lead and officiate matches showing a good understanding of the rules.</p> <p>I can analyse my performance and others in order to improve skills, techniques and/or fitness level.</p> | <p>I can evaluate and justify different training methods for performers sporting needs.</p> <p>I display an excellent understanding and justify how skills and tactics could improve the quality of performance.</p> <p>I can lead others in activities and warm ups to enhance students learning.</p> |
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Year 8 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



| | | | | | |
|---------------|------------|---------|------------|--------|------------|
| Communication | Leadership | Respect | Resilience | Effort | Confidence |
|---------------|------------|---------|------------|--------|------------|

| Emerging | Developing | Securing | Extending | Mastering |
|--|---|--|---|---|
| <p>I can lead my own warm up but lack confidence to lead others.</p> <p>I sometimes demonstrate resilience and effort.</p> | <p>I can demonstrate confidence and understand effective communication within discussions and activities.</p> <p>I give 100% effort to every activity and am often resilient when faced with challenging tasks.</p> | <p>I can confidently lead a group of people applying a variety of roles: official, coach, teacher and captain.</p> <p>I demonstrate empathy and respect for my peers and can support and motivate them to improve performance.</p> | <p>I demonstrate good leadership qualities both in lesson and afterschool clubs.</p> <p>I display clear communication skills, empathy and patience.</p> | <p>I am hardworking and helpful in lessons and at afterschool clubs.</p> <p>I have great leadership qualities and an active leader, in lessons and afterschool.</p> |
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Year 8 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



| | | | | | |
|------------------|----------------|-------------|-----------|---------|-----------------|
| Physical Ability | Fitness Levels | Competitive | Technique | Tactics | Problem Solving |
|------------------|----------------|-------------|-----------|---------|-----------------|

| Emerging | Developing | Securing | Extending | Mastering |
|--|---|--|---|---|
| <p>I can demonstrate with some accuracy and success, basic skills, techniques and tactics in passive practices.</p> <p>I can complete a 2-minute run</p> | <p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices.</p> <p>I can complete a 3-minute run.</p> | <p>I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities.</p> <p>I can complete a 7-minute run.</p> | <p>I can demonstrate, with precision control and fluency, an extensive range of appropriate skills techniques, and tactics in very challenging activities.</p> <p>I can complete a 15-minute run.</p> | <p>I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</p> <p>I can complete a 20-minute run.</p> |
| | | | | |

Year 9 Mastery Curriculum

'HEAD' Assessment (Cognitive/Thinking)



| | | | | | |
|-----------|---------------|----------|----------|----------------|-------|
| Knowledge | Understanding | Analysis | Feedback | Responsibility | Rules |
|-----------|---------------|----------|----------|----------------|-------|

| Emerging | Developing | Securing | Extending | Mastering |
|---|---|--|--|--|
| <p>I can lead an effective self warm up.</p> <p>I can recall most major muscles in the body.</p> <p>I can describe some skills and rules in some sports.</p> <p>I can identify techniques, helping me to begin to improve my own performance.</p> | <p>I can describe how the body adapts and benefits from regular exercise.</p> <p>I can take responsibility for leading a small group warm up.</p> <p>I have good knowledge of skills, technique and understand how this improves my own and others practical performance.</p> | <p>I can describe many short and long-term effects of exercise on physical, mental and social wellbeing.</p> <p>I can lead an effective warmup to the whole class.</p> <p>I can identify problems with techniques and can apply teaching points to correct these mistakes.</p> | <p>I have knowledge of a range of training methods and can analyse others' sporting needs.</p> <p>I display excellent understanding and can analyse ways to improve skills, techniques and the quality of performance.</p> <p>I can lead others in activities and warm ups to enhance students learning.</p> | <p>I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance.</p> <p>Evaluate the technical and tactical demands of performance.</p> <p>I can plan, lead, and justify an effective coaching session.</p> |
| | | | | |

Year 9 Mastery Curriculum

'HEART' Assessment (Affective/Feeling)



| | | | | | |
|---------------|------------|---------|------------|--------|------------|
| Communication | Leadership | Respect | Resilience | Effort | Confidence |
|---------------|------------|---------|------------|--------|------------|

| Emerging | Developing | Securing | Extending | Mastering |
|---|---|--|--|---|
| <p>I can demonstrate leadership of a small group of peers with some confidence</p> <p>I can demonstrate communication skills within discussions and activities.</p> <p>I often demonstrate respect for equipment and others</p> | <p>I can demonstrate confidence and leadership qualities, often volunteer to lead large group warm ups or activities.</p> <p>I am hardworking resilient and eager to accept challenges.</p> <p>I have developed respectful relationships with my peers.</p> | <p>I am confident and competent when leading large groups of performers.</p> <p>I can effectively apply methods of communication to different ages, abilities, experiences and situations.</p> <p>I often inspire others to participate and progress in sporting activity.</p> | <p>I am hardworking and helpful in lessons and at afterschool clubs.</p> <p>I have great leadership qualities and am an active leader; I apply this in lessons and afterschool.</p> <p>I am a positive role model, I demonstrate commitment, I participate in school sport and I am inspiring to others.</p> | <p>I embrace challenges, am resilient and always give 100%.</p> <p>I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers.</p> <p>I demonstrate outstanding confidence, authority and respect when officiating, leading and participating.</p> |
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Year 9 Mastery Curriculum

'HANDS' Assessment (Psychomotor /Doing)



| | | | | | |
|------------------|----------------|-------------|-----------|---------|-----------------|
| Physical Ability | Fitness Levels | Competitive | Technique | Tactics | Problem Solving |
|------------------|----------------|-------------|-----------|---------|-----------------|

| Emerging | Developing | Securing | Extending | Mastering |
|---|---|---|--|---|
| <p>I can demonstrate with some accuracy and success, basic skills, techniques and tactics in moderately pressured practices.</p> <p>I can complete a 3-minute run</p> | <p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in competitive practices.</p> <p>I can complete a 5-minute run</p> | <p>I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in challenging activities.</p> <p>I can complete a 10-minute run.</p> | <p>I can demonstrate, with consistent precision control and fluency, an extensive range of appropriate skills techniques, and tactics in very challenging activities.</p> <p>I can complete a 20-minute run.</p> | <p>I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in complex and challenging activities.</p> <p>I can complete a 30-minute run.</p> |
| | | | | |