

Assessments in PE



1. Skill - (SHOW)
2. Decision Making/Tactical awareness (KNOW)
3. Performance Analysis (Q&A) (8&9 only)
4. Fitness and Growth (grow & Fitness starter)

Activity 1	Handball - Astro	HRF - Fitness suite	Orienteering - Outside	Athletics 1, 3, 4,	Rounders 1, 2, 3, 4,
	1, 2, 4	3, 2, 1	1, 3, 4,		
Activity 2	Trampolining - Gym	Dance - Pav			
	1, 3, 4	1,,3,4			
Activity 3	Netball - Courts	Basketball - SPH	Top sets Table tennis		Cricket 1, 2, 3, 4,
	1, 2, 4	1, 2, 4	1, 2. 4		
Activity 4	Badminton - SPH	Football - Astro	Bottom Sets - Rugby		
	1, 2, 4	1, 2,, 4	1, 2. 4		

Skill - (Show)



SKILL (Practical execution of core techniques)

Year	Foundation	Developing	Secure	Confident	Excelling
Y7	Basic technique with frequent errors. Struggles to control movement under pressure.	Performs basic skills in isolation with occasional success.	Demonstrates sound technique in simple situations and some success in modified games.	Performs a range of skills with consistency in game-like situations.	Highly consistent and effective technique under pressure across different sports.
Y8	Basic control of more than one skill but lacks fluency.	Performs familiar skills with increased control in drills.	Applies technique with reasonable consistency in conditioned games.	Good control and application of techniques in full gameplay.	Mastery of core skills with efficiency and adaptability across sports.
Y9	Repetitive errors limit impact on performance.	Improvement shown but lacks control under pressure.	Reliable execution of skills under moderate pressure.	Confident and accurate use of advanced skills during competition.	Shows flair and creativity; can model excellent technique to others.

Decision Making/Tactical/Rules (Know)



TACTICS (Decision making and game awareness)

Year	Foundation	Developing	Secure	Confident	Excelling
Y7	Rarely aware of space or role. Often static or reactive.	Begins to follow basic rules and attempts positioning.	Demonstrates understanding of space and can support play.	Applies simple tactics effectively to gain advantage.	Reads the game well and adjusts positioning and strategy fluidly.
Y8	Needs direction to engage in gameplay roles.	Recognises attacking/defensive roles with support.	Applies basic strategies in team situations.	Selects effective decisions independently during play.	Anticipates and manipulates play with advanced tactical understanding.
Y9	Limited awareness of tactical play.	Applies tactics inconsistently in simple situations.	Chooses and applies suitable strategies during gameplay.	Consistently applies effective tactics, showing insight.	Controls flow of the game through strategic decision-making and communication.

KNOWLEDGE (Rules, roles, terminology, health concepts)

Year	Foundation	Developing	Secure	Confident	Excelling
Y7	Has minimal understanding of rules and terminology.	Can recall some rules and safety principles.	Knows rules and basic roles within different sports.	Applies knowledge of rules confidently and appropriately.	Can explain and justify rule use and safety across different contexts.
Y8	Limited knowledge of key terms or positions.	Identifies positions and simple rules.	Understands basic physiological effects of exercise.	Explains tactical and health-related concepts clearly.	Demonstrates deep understanding of rules, health, and the impact of training.
Y9	Rarely uses PE vocabulary accurately.	Begins to apply knowledge during practical lessons.	Shows secure understanding of sporting and health knowledge.	Applies technical and health knowledge to improve performance.	Uses detailed knowledge to support leadership, coaching, or umpiring roles.

Performance Analysis (Q&A)



PERFORMANCE ANALYSIS (Evaluation, reflection, improvement)

Year	Foundation	Developing	Secure	Confident	Excelling
Y8	Basic verbal feedback on performance.	Recognises specific skill faults with support.	Explains the effect of skill use or decision making.	Evaluates performances and proposes realistic improvements.	Independently evaluates own and others' performances in detail.
Y9	Needs support to reflect meaningfully on performance.	Begins to analyse performance using correct vocabulary.	Uses examples to support judgements about performance.	Confidently reflects on progress and adapts approaches.	Applies complex performance analysis across multiple sports or roles.

Fitness and Personal Skills (Grow)



FITNESS and GROWTH

Year	Foundation	Developing	Secure	Confident	Excelling
Y7-9	Participates in activity with encouragement but shows limited sustained effort. Needs support to show cooperation and respect in team settings.	Sustains effort during activities and shows awareness of fitness level. Works well with others, accepts feedback, and follows team instructions.	Works consistently hard and understands how exercise affects the body. Demonstrates teamwork, resilience, and encourages others in class.	Demonstrates high effort, pushes personal limits, and applies fitness knowledge. Leads by example, responds well to challenges, and upholds fair play.	Maintains high effort, Inspires peers with excellent sportsmanship, leadership, and empathy.

KS4 GCSE

At KS4 we offer OCR GCSE Physical Education, a rich and engaging course that combines practical performance with a strong theoretical understanding of the body and sport. Pupils study key topics such as anatomy and physiology, movement analysis, physical training, socio-cultural influences and sports psychology. They are assessed through written exams, practical performance in three sports and an analysis and evaluation of performance (AEP). The course is ideal for pupils who enjoy PE, want to deepen their understanding of sport, and are considering future study or careers in sport, fitness or health.

Please find below the Parklands GCSE PE presentation
https://docs.google.com/presentation/d/19SGVWTVV0PLG-ROcEBFEyJQOWuMU8n5H401dg1xPZ2o/edit?usp=drive_link

How Parents can support their children in PE

Please add the image below

How Parent Communication Can Support PE



Effective communication between home and school plays a vital role in shaping pupils' attitudes towards Physical Education. Supportive messages from parents and carers can significantly increase participation, resilience, and confidence, even when pupils are managing injuries or other circumstances.

Below are two contrasting examples of parent emails — one that supports our policy and encourages involvement, and one that undermines it — to highlight the impact language and approach can have.

✓ Positive Example

Subject: PE Lesson - Injury Update

Dear PE Department,

I just wanted to let you know that Olivia twisted her ankle slightly over the weekend. She's absolutely fine to attend school and we've encouraged her to still bring her PE kit as usual. We completely understand the importance of staying involved, so she's happy to do any adapted activities or upper-body tasks she's able to manage while it heals.

Thank you for supporting her and helping her stay engaged.

Best wishes,

Mrs. Turner

Subject: PE - Not Taking Part

Jack won't be doing PE today. He's hurt his leg a bit so I haven't sent his kit in. Please don't expect him to join in.

Thanks,

Mr. Smith

✗ Negative Example

Policy Reminder

All pupils should bring their PE kit and participate to the best of their ability unless a medical professional advises otherwise. Adapted tasks and alternative roles can always be provided to ensure inclusion. Please note that being on a period does NOT mean automatic exclusion from PE — we will always work sensitively with pupils to ensure they feel comfortable and supported while still engaging in appropriate activity.

PE Kit

Please add the two images under this heading



PE Reminders/Cold Weather



The weather has changed significantly and pupils do still have lessons outside. Please ensure your child is dressed appropriately for PE. As they will still do the lesson outside unless it is deemed unfit by myself.

We have spare hoodies available if your child does not own one. I am happy to trade a hoodie permanently for a small donation.

We encourage the purchase of the leggings or pants from our suppliers

You can also wear your own base layers, white, black or blue. Underneath their PE t-shirts.

Pupils should arrive at PE and change into the PE kit in the changing rooms.

Pupils who are struggling with an injury/medical ailment, please email pe@parklandsacademy.co.uk
Pupils will be expected to be involved unless there is medical note excluding them from the activity.

Our uniform can be purchased from both below.
<https://adauniforms.co.uk/product-category/phs-parklands/>
<https://www.nuuniforms.com/index.php?route=product/category&path=60>

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PE Reminders



A reminder for all of the systems in place in PE:

Pupils should arrive at PE and change into the PE kit in the changing rooms.

If your child has forgotten any kit, they will hand over their tie (we advise you label them). They will then receive a 'missing kit' mark and you will be notified on ClassCharts.
2 marks = break detention, 3 marks = after school.

Pupils who are excused from PE, must have brought a note or a parental email to pe@parklandsacademy.co.uk

Pupils excused MUST still bring their kit.

The PE staff will decide if they need to get changed or not. E.g. if the pupil has a difficult plaster cast that makes it difficult for the pupil to change.

Pupils who do not engage with the lesson/refuse, or who's BfL is not acceptable will receive sanctions.

