

PE KS3 Assessment Descriptors



Year 7

Level	Descriptors
Advanced	• Performs a range of skills with control and consistency. • Makes mostly appropriate decisions in simple performance contexts. • Shows good awareness of space, timing and/or others where appropriate. • Applies skills successfully in both isolated and simple performance situations. • Begins to adapt performance with some success.
Secure	• Performs basic skills with some consistency and control. • Makes generally appropriate decisions in simple situations. • Shows some awareness of space, timing and/or others. • Applies skills in isolated and some performance situations. • Performance is sometimes effective.
Developing	• Performs basic skills with some success, though consistency is variable. • Decision making is sometimes appropriate but not yet secure. • Shows growing awareness of space, timing and/or others. • Applies skills in simple performance situations, with mixed outcomes. • Performance shows occasional effectiveness but is not yet reliable.
Foundation	• Performs simple or recognisable skills, with emerging success. • Begins to make decisions, though these are often inconsistent. • Shows early awareness of space, timing and/or others. • Applies skills mainly in isolated practices, with limited success in performance. • Performance is developing and requires further consistency.

Year 8

Level	Descriptors
Advanced	• Performs a wide range of skills with good control and consistency. • Makes effective decisions in a variety of performance contexts. • Demonstrates strong awareness of space, timing, sequencing and/or others. • Applies skills successfully in both structured and dynamic situations. • Begins to adapt performance effectively to different scenarios.
Secure	• Performs skills with control and increasing consistency. • Makes mostly appropriate decisions, with occasional lapses. • Demonstrates good awareness of space, timing and/or others. • Applies skills in both isolated and performance situations. • Performance is usually effective.
Developing	• Performs skills with some control, though outcomes remain inconsistent. • Decision making is sometimes effective but lacks reliability. • Shows awareness that is increasingly evident but not always applied. • Applies skills in simple performance situations, with variable success. • Performance can be effective at times, but consistency is still developing.
Foundation	• Performs skills with emerging control and developing consistency. • Decision making shows early understanding but is often inconsistent. • Shows some awareness, though this is not yet applied consistently. • Applies skills primarily in isolated practice situations. • Performance is inconsistent as skills are still developing.

Year 9

Level	Descriptors
Advanced	• Performs a wide range of skills fluently, accurately and consistently. • Makes highly effective decisions appropriate to the performance context. • Demonstrates excellent awareness of space, timing, sequencing and/or others. • Applies skills confidently and effectively in all situations, including under pressure. • Adapts performance strategically to maximise success.
Secure	• Performs skills consistently with good control and accuracy. • Makes effective decisions in most situations. • Demonstrates clear awareness of space, timing and/or others. • Applies skills successfully in a range of performance contexts. • Performance is reliable and effective.
Developing	• Performs skills with some consistency, though clear weaknesses remain. • Decision making is sometimes effective but inconsistent under pressure. • Shows awareness, though this is not always applied effectively. • Applies skills in some performance situations, with variable outcomes. • Performance shows signs of effectiveness but lacks consistency.
Foundation	• Performs skills with some success, though control and consistency are limited. • Decision making shows early understanding but is often ineffective in performance. • Shows emerging awareness, though this is not yet consistently applied. • Applies skills with support, particularly outside of performance contexts. • Performance is developing but not yet reliable.