

Sport Grade Descriptors

YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
BASKETBALL (BOYS)	<p>Predominantly uses 1 hand to dribble but can use weaker hand in practice. Displays some control when dribbling however looks at the ball. Can use a variety of passes but struggles with accuracy. Struggles to use correct technique for shooting. Demonstrates basic skills in the game but is unlikely to threaten opponent.</p>	<p>Predominantly uses 1 hand but can use both hands/Change hands dribbling with some control in practice.</p> <p>Uses a range of passes with some accuracy in practice and games. Shooting technique 'set shot' used with some success but lacks power/accuracy Demonstrates basic skills in a game and has the capability to threaten opponents</p>	<p>Pass and dribble effectively in a game</p> <p>Can demonstrate correct set shot and layup technique with some accuracy. Knowledge and demonstration of basic attacking or defensive tactics in games.</p>	<p>Effective with either hand and can change direction and speed when dribbling.</p> <p>Can pass accurately in games using a range of techniques.</p> <p>Layups and set shots from close range shows accuracy under pressure. Knowledge and demonstration of basic attacking and defensive tactics in games.</p>	<p>Passing effectively with good technique whilst on the move.</p> <p>Chooses effective shooting techniques consistently including standing jump shots. Shows creativity within the game situation to outwit opponents e.g. use of fake, and has a strong influence on a game. Clear knowledge of rules and can officiate a game situation with some success</p>	<p>END OF AUTUMN TERM</p>
YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
NETBALL (GIRLS)	<p>Can use a variety of passes but struggles with accuracy. Can catch balls thrown to them – lack of technique Understands FW rule and 1-2 landing – struggles to demonstrate this in practice. Struggles to get free on attack and</p>	<p>Uses a range of passes with some accuracy in practice and games. Can catch a ball thrown to them but struggles to move onto the pass Can use correct footwork in practice Marking / dodging is evident at times but lacks any real impact.</p>	<p>Pass effectively in a game</p> <p>Can catch a ball with some consistency using correct technique Can usually land with correct footwork in games Knowledge and demonstration of basic attacking (dodging) or</p>	<p>Can pass accurately in games using a range of techniques. Can catch using two hands – good when static – beginning to develop a receive in the air with correct landing and balance. Can land with correct footwork in games Knowledge and demonstration of basic attacking</p>	<p>Passing effectively with good technique whilst on the move using correct footwork. Can catch effectively under pressure using footwork rule when receiving ball in the air.</p> <p>Shows creativity within the game situation to outwit opponents e.g. use of fake/dodging/speed, and has a strong influence on a game. Knows who they should mark and likely to make some interceptions.</p>	<p>END OF AUTUMN TERM</p>

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	little evidence of marking on defence Demonstrates basic skills in the game but is unlikely to have influence. Will need to ask where to stand and where they are allowed.	Demonstrates basic skills in a game and has the capability to have small influence. May need to ask where to stand and where they are allowed.	defensive (marking) tactics in games.	(dodging/signalling when free) or defensive (marking/positioning) tactics in games. Can play in at least 1 position having influence in the game situation.	Can play in at least 2 positions knowing where they are on and off-side and has a strong influence on a game.	
YEAR 7 ASSESSMENT	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4+</b>	DATE
DANCE	<p>Performances demonstrate only <b>very limited ability</b> to perform appropriate skills/techniques. (Actions, dynamics, space and relationships)</p> <p>The contribution is seldom effective or consistent and is not sustained due to a distinct lack of specific fitness.</p> <p>Shows only limited technique and control in the performance. Has limited confidence during the routine.</p>	<p>Performances demonstrate only <b>some ability</b> to perform technically accurate and expressive movements but there are significant weaknesses and inconsistencies in skills /techniques. (Actions, dynamics, space and relationships)</p> <p>The contribution is occasionally effective and consistent but is not sustained due to a lack of specific fitness.</p> <p>Shows some technique and control in the performance. The student's sensitive demonstration of dynamic qualities is occasionally effective in portraying the artistic intention of the dance but is inconsistent and not sustained throughout the performance.</p>	<p>Performances demonstrate the ability to perform technically accurate and expressive movements with an <b>average</b> level of skills /techniques. (Actions, dynamics, space and relationships), but there are some obvious weaknesses.</p> <p>The contribution is sometimes effective and consistent during the performance but not always sustained due to a slight lack of specific fitness.</p> <p>The student maintains technique and control in the performance of most skills during the routine, but they are not always consistent. The student's sensitive demonstration of dynamic qualities is sometimes effective in portraying the artistic intention of the dance, but this may not be sustained throughout the performance.</p>	<p>Performances demonstrate the ability to perform technically accurate and expressive movements with a <b>good</b> level of skills /techniques. (Actions, dynamics, space and relationships), but there are some obvious weaknesses.</p> <p>The contribution is usually effective, sustained and consistent for the majority of the performance due to a good level of specific fitness.</p> <p>The student maintains technique, control, and consistency in the performance of nearly all skills during the routine, though there may be some lapses. The student's sensitive demonstration of dynamic qualities is usually effective in portraying the artistic intention of the dance.</p>	<p>Performances demonstrate the ability to perform technically accurate and expressive movements with a <b>high</b> level of skills /techniques. (Actions, dynamics, space and relationships), though there may be some lapses</p> <p>The contribution is usually highly effective, sustained and consistent for the majority of the performance due to a good level of specific fitness.</p> <p>The student maintains technique, control, and consistency in the performance of all skills during the routine, though there may be some lapses. The student's sensitive demonstration of dynamic qualities is usually effective in portraying the artistic intention of the dance.</p>	END OF AUTUMN TERM

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YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
GYMNASTICS	<p>Perform basic gymnastic skills, such as balance, locomotion and flight Use gymnastic skill movements with limited control and link them together into a routine. Routine lacks continuity. Basic balance which may lack tension and extension. Rolls may be performed but will be log / teddy and again may lack tension and extension Will know the different shapes in flight and will perform pencil jump but may struggle with tuck, pike and straddle. Can make pike and straddle shapes whilst on floor.</p>	<p>Perform basic gymnastic skills, such as balance, locomotion and flight Use gymnastic skill movements with limited control and link them together into a routine. Routine developing continuity. Basic balance showing some tension and extension. Rolls performed will be log / dish / teddy may struggle with backward and forward.  Will know the different shapes in flight and will perform tuck and attempt pike and straddle. Can get onto a box and perform at least 2 shaped jumps off</p>	<p>Can repeat planned sequences of movement with some control. Adapt sequences and progress to apparatus – Basic moves used on apparatus.  Can show a range of balances which show tension and extension in some part. Can perform log and dish roll, forwards roll and backwards roll – sometimes down a decline. Will know the different shapes in flight and will perform tuck and straddle and attempt pike jumps Can perform all shaped jumps off a box with correct and safe mount from springboard / trampette Can perform a through and straddle vault even if untidy, and attempt handstand to flatback with support.</p>	<p>Complete a sequence, using a variety of movements showing control and coordination Perform a sequence that flows and is neat with limited advanced moves.  Can balance in a co-ordinated form and hold shape showing tension and extension Can perform forward, backwards, log and dish roll with good technique, and incorporate shapes and dives into and out of rolls. Can perform all shaped jumps from a box with mount from trampette / springboard – shows good tension / extension and controlled landing Performs through vault and straddle vault with controlled approach and landing and can land a handspring even if untidy.</p>	<p>Move in a controlled, coordinated and versatile way demonstrating good body awareness even when inverted. Create and perform ideas that involve both the floor and the apparatus with advanced moves.  Balance and rolls linked with tension / extension and correct technique – all performed with control and grace.  Beginning more advanced moves and vaults e.g. – can perform a handstand to forward roll, backward roll to pike.  Higher grades will land a handspring with control.</p>	END OF AUTUMN TERM
YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
SWIMMING	<p>Swim at least 2 different <b>strokes</b>.  Use basic water safety skills Perform the above, 1 with a float and 1 without 1- one moderate and one with float. 1= two strokes moderate, legal turns. 1+ two strokes moderate, attempt</p>	<p>Swim at least 2 different strokes with some success and can use a 3<sup>rd</sup>. Uses basic <b>water safety skills</b> to meet challenges  2- two strokes moderate/sound technique can attempt tumble turn but v. weak.</p>	<p>Swim at least 2 different strokes efficiently, attempts a third with sound technique. Use water safety skills with some <b>consistency</b>,  3- three strokes - 2 strokes with sound technique, one moderate with legal turns.</p>	<p>Swim at least 3 different strokes with some <b>consistency</b>, showing control with starts and legal turns. Attempt a 4<sup>th</sup> stroke. Use water safety skills with <b>consistency</b>,  4- 3 strokes with two good and one sound technique and turns</p>	<p>Perform <b>front crawl, back crawl, breaststroke</b>, well attempt <b>butterfly</b> with sound technique. Use water safety skills with consistency, showing control, precision and fluency.  5- 3 strokes with two good and one sound technique and good turns. Can do 4<sup>th</sup> stroke sound. 5= 3 strokes with one very good and two good technique and good turns. Can do 4<sup>th</sup> stroke sound. 5+ above with racing starts and finishes which comply with the rules.</p>	END OF AUTUMN /SPRING TERM

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YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
RUGBY	<p>tumble turn but unable to do so</p>	<p>2 = three strokes moderate/sound technique. 2+ three strokes with one sound and two moderate techniques with attempts at turns.</p>	<p>3 = three strokes sound technique with turns. 3+ three strokes with one good and two sound technique and turns.</p>	<p>4 = 3 strokes with two good and one sound technique and turns. Can do 4<sup>th</sup> stroke moderate. 4+ 3 strokes with two good and one sound technique and good turns. Can do 4<sup>th</sup> stroke moderate.</p>		
	<p>Passes with some accuracy with stronger hand. Some individual skill and basic skills are evident.</p> <p>Able to gain ground with the ball.</p> <p>Attempts all tackles in practice situation and has some success.</p> <p>Knows the difference between a ruck and a maul.</p>	<p>Passes with more accuracy and can combine running with the ball, passing and dodging opponents in a game.</p> <p>Begins to be able to evade an opponent.</p> <p>Tackle an opponent in a practice.</p> <p>Knows how to play the ball in and after the tackle situation.</p>	<p>Passes with both hand on the move, and combines running with the ball, passing and dodging opponents in a game with precision to get over the gain line.</p> <p>Can change pace to evade opponents.</p> <p>Executes tackles cleanly in practice and some success in games</p> <p>Perform the skills required in ruck and maul situations and knows the role of key player's position on the team, e.g. scrum half.</p> <p>Shows understanding of attacking and defending positional play.</p> <p>Evidence of influence on game.</p>	<p>Passes accurately at pace and shows a high level of skill under pressure. Few unforced errors.</p> <p>Can avoid tackles using sidestep and hand offs.</p> <p>Tackles at a consistently high standard in games.</p> <p>Influence in attack and defence.</p> <p>Can support ruck and mauls with effectiveness in a game and understand the different basic positions on the pitch.</p>	<p>Passes accurately at pace off both hands and uses a variety of skills when under pressure. Very few unforced errors.</p> <p>Influence in attack and defence.</p> <p>Tackles at a high standard and effective round the tackle area.</p> <p>Understand the different positions on the pitch and can use the skills and tactics for one of these roles effectively under pressure.</p>	END OF AUTUMN TERM
YEAR 7	1	2	3	4	4+	DATE

## Sport Grade Descriptors

ASSESSMENT						
FITNESS	<p>Gives basic reasons why warming up before an activity is important, and why physical activity is good for their health</p> <p>Will know some components of HRF.</p> <p>Performs to a moderate level, but will not be able to sustain a good intensity level throughout a fitness session.</p> <p>May know how to take heart rate but cannot understand the link to exercise intensity.</p>	<p>Is able to plan, apply and lead basic warm ups, and can describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing.</p> <p>Will be able to describe a number of fitness components (all HRF).</p> <p>Perform to a moderate level, but will not be able to sustain a good intensity level throughout a fitness session.</p> <p>May know how to take heart rate but struggles to understand the link to exercise intensity.</p>	<p>Understand and performs the correct phases to a warm ups, and can explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle.</p> <p>Can explain how the body requires different components of HRF during different types of activity, and they can link components to tests and sports.</p> <p>Performs to a good level, but will may not be able to sustain a high intensity level throughout a fitness session</p> <p>Can identify some methods of training for a range of components</p>	<p>Understand and performs the correct phases to a warm ups. Understands how the different components of fitness affect performance and can explain how different types of exercise contribute to their fitness and health.</p> <p>Can explain how the body requires different components of HRF during different types of activity, and they can link components to tests and sports.</p> <p>Performs to a good level, and will be able to sustain a good intensity level throughout a fitness session</p> <p>They can reflect upon test scores and identify strength and areas of improvement associated with their sport and a healthy lifestyle, knowing some methods of training for a range of components.</p>	<p>Can lead the correct phases to warm ups, and takes on different roles within an activity, showing an ability to organise and communicate effectively. They can explain the benefits of regular, safe and planned physical activity on performance and healthy lifestyles. Can use knowledge to plan their own physical activity programmes based on their choices and preferences of activities and roles within activities.</p> <p>Good fitness levels and can work at very high intensity. Very good technique shown through the fitness sessions. They can reflect upon test scores and identify strength and areas of improvement associated with their sport and a healthy lifestyle, knowing how to use HR, Intensity, Reps and training zones to improve own fitness by a range of methods</p>	END OF SPRING TERM
YEAR 7 ASSESSMENT	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4+</b>	DATE
FOOTBALL	<p>Dribbles but sometimes loses control. Basic control and technique. Struggles to use</p>	<p><b>Control</b> the ball using either feet, knee, or chest but not always an effective first touch.</p>	<p>Dribble the ball showing close control when running at opponents.</p>	<p>Dribble the ball showing close control when running at opponents with high rate of success.</p>	<p>Dribble the ball showing tight control when going past opponents.</p> <p>Control with all parts of the body applied in pressure situations.</p>	END OF SPRING TERM

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	<p>body parts for control. Control dominated by inside of foot.</p> <p>Passes with correct part of foot, sometimes lacks correct weighting.</p>	<p>Fails to remove pace from the ball.</p> <p>Pass and receive the ball over longer distances. Occasionally lacking correct weight. Demonstrates basic skills in a game and has the capability to have small influence.</p>	<p><b>Control</b> the ball using either feet, knee, or chest. Ball may not drop as close to feet as desired.</p> <p>Passes the ball accurately while on the move with correct technique. Knowledge and demonstration of basic attacking or defensive tactics in games.</p>	<p><b>Control</b> the ball effectively using either feet, knee, or chest under limited pressure.</p> <p>Passes the ball accurately while on the move with correct technique and using both feet. Demonstration of skills under pressure. Some ability of influence in game either in attack or defence. Appreciates the main tactics involved.</p>	<p>Passes the ball accurately while on the move using a range of passes with correct technique and using both feet. Able to exert influence in game either in attack or defence. Makes few unforced errors. High level of tactical awareness.</p>	
YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
HOCKEY	<p>Demonstrate push hit but passing lacks speed and direction.</p> <p>Can control ball when moving lacks vision ball too close to body Often uses tap dribble rather than ball staying on head of stick Open stick control lack of ability to use reverse stick.</p> <p>Movement slow – does not read game Tackling has little evidence of timing often</p>	<p>Demonstrate push and attempt at long handle hit – struggles with slap hits.</p> <p>Passing lacks speed and direction in a game or under pressure. Can control ball when moving with some attempt at a high left elbow but lacks vision - ball too close to body.</p> <p>Open stick control lack of ability to use reverse stick unless stopping ball.</p>	<p>Demonstrates push and long handle hit with some direction and accuracy Attempts basic slap hit but body profile may be too high, and pass will lack power. Can show basic control using open and beginning reverse stick tap and dribble to primarily control the ball rather than to deliver or attack with it.</p> <p>Beginning Indian dribble.</p>	<p>Demonstrates push slap and hit with some direction and accuracy in practices and gaining confidence in a game.</p> <p>Can show basic control using open and reverse stick – starting to show this when moving in an Indian dribble – correct ball carrying position in a game.</p>	<p>Can demonstrate push, slap and hit with accuracy and correct weighting of pass.</p> <p>Can bring ball under control using open and reverse stick and moves towards the ball in all aspects of play.</p> <p>Movement off the ball is good and in a game they stand out as being a key player showing strength and skill.</p> <p>Can spot errors and coach others to improve their performance in these skills</p>	<p>END OF SPRING TERM</p>

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	unsuccessful – stick tackles	*Movement slow - lack of decision making off the ball. Tackling has little evidence of timing often unsuccessful – needs to adopt lower body profile and hands wider apart. Little attempt made to alter grip on the stick for different aspects of the game	Can demonstrate a block tackle with some success – low body profile.	Can demonstrate a block tackle with some success – low body profile in a game.		
YEAR 7 ASSESSMENT	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4+</b>	DATE
ATHLETICS	<p><b>Link</b> running, throwing, and jumping skills to <b>perform</b> in athletic events</p> <p>Throw using a basic technique in 1 event</p>	<p>Run with a <b>controlled action</b> in a sprint and 800m run</p> <p>Use a basic technique in at least 2 jumps and 1 throw</p> <p>Apply some basic <b>rules</b> of competition</p>	<p>Run with a <b>controlled action</b> in a sprint and 800m run</p> <p>Use a basic technique in at least 2 jumps and 2 throws</p> <p>Apply some basic <b>rules</b> of competition – no throw, false start, sprint start, no jump, measuring</p>	<p>Perform a <b>sprint</b> with a good arm drive and knee lift</p> <p><b>Pace</b> an 800m/1500m run successfully</p> <p>Use the correct technique in at least 1 jump and 1 throw</p> <p>Can officiate at least 1 jump / throw</p>	<p>Perform a <b>sprint</b> with a good arm drive and knee lift and accurate sprint starts</p> <p>Run 800m/1500m using pacing to ‘run’ the whole event successfully.</p> <p>Use the correct technique in at least 1 jump and 2 throws</p> <p>Can officiate at least 1 jump / throw</p>	END OF SUMMER TERM

## Sport Grade Descriptors

		Activity : <b>ATHLETICS</b>		Year Group : <b>7-11</b>						
		JAVELIN	SHOTT PUTT	LONG JUMP	TRIPLE JUMP	HIGH JUMP	100m	200m	300m	800m
BOYS	1 – 6.00m	1 – 3.00m	1 – 1.60m	1 – 4.70m	1 – 0.70	1 – 19.50s	1 – 48.0s	1 – 68.0s	1 – 5.20m	
	2 – 8.00m	2 – 3.60m	2 – 2.00m	2 – 5.00m	2 – 0.80	2 – 18.70s	2 – 43.20s	2 – 63.0s	2 – 4.50m	
	3 – 10.00m	3 – 4.00m	3 – 2.50m	3 – 5.80m	3 – 0.90	3 – 18.00s	3 – 40.0s	3 – 60.2s	3 – 4.00m	
	4 – 12.00m	4 – 4.80m	4 – 3.00m	4 – 6.40m	4 – 1.00m	4 – 17.50s	4 – 37.0s	4 – 58.3s	4 – 3.40m	
	5 – 19.00m	5 – 6.80m	5 – 3.80m	5 – 8.50m	5 – 1.25m	5 – 15.0s	5 – 31.6s	5 – 53.0s	5 – 3.05m	
	6 – 26.00m	6 – 8.60m	6 – 4.40m	6 – 9.70m	6 – 1.40m	6 – 13.4s	6 – 28.0s	6 – 49.0s	6 – 2.38m	
	7 – 30.00m	7 – 9.00m	7 – 4.80m	7 – 10.30m	7 – 1.55m	7 – 12.6s	7 – 25.50s	7 – 43.0s	7 – 2.30m	
	8-9 - above	8-9 - above	8-9 - above	8-9 - above	8-9 - above	8-9 – below 12.6s	8-9 – below 25.50s	8-9 – below 43.0s	8-9 – below 2.30m	
GIRLS	1 – 5.50m	1 – 2.80m	1 – 1.50m	1 – 4.20m	1 – 0.60m	1 – 20.0s	1 – 50.0s	1 – 75.0s	1 – 5.30m	
	2 – 7.20m	2 – 3.60m	2 – 1.80m	2 – 4.80m	2 – 0.70m	2 – 19.70s	2 – 45.0s	2 – 70.0s	2 – 5.00m	
	3 – 8.50m	3 – 4.00m	3 – 2.40m	3 – 5.40m	3 – 0.80m	3 – 18.70s	3 – 42.0s	3 – 65.0s	3 – 4.25m	
	4 – 9.00m	4 – 4.60m	4 – 2.80m	4 – 6.00m	4 – 0.90m	4 – 17.50s	4 – 37.0s	4 – 60.0s	4 – 4.10m	
	5 – 14.00m	5 – 5.70m	5 – 3.50m	5 – 8.05m	5 – 1.10m	5 – 15.0s	5 – 31.6s	5 – 55.0s	5 – 3.20m	
	6 – 17.00m	6 – 6.80m	6 – 3.90m	6 – 9.00m	6 – 1.25m	6 – 14.40s	6 – 29.0s	6 – 52.2s	6 – 3.00m	
	7 – 20.00m	7 – 7.60m	7 – 4.20m	7 – 9.70m	7 – 1.40m	7 – 13.60s	7 – 27.6s	7 – 45.0s	7 – 2.45m	
	8-9 - above	8-9 - above	8-9 - above	8-9 - above	8-9 - above	8-9 – below 13.60s	8-9 – below 27.6s	8-9 – below 45.0s	8-9 – below 2.45m	
YEAR 7 ASSESSMENT		1	2	3	4	4+		DATE		
CRICKET		Bowl either under or over-arm.  Field the ball over short distances.	Bowl over-arm with basic action.  Field the ball over short distances, and	Batting or Bowling has good technique, and all elements fielding effective. Bowl with correct technique and	Batting or Bowling has good technique, and all elements fielding are Good. Bowl with correct technique using good	Performs Batting or Bowling to a high level and all elements of fielding are high level of ability. Bowl: Full use of run up, and transition. Correct technique using good line/length/Can use pace and spin effectively.		END OF SUMMER TERM		



### Sport Grade Descriptors

	<p>Demonstrate a reasonable grip when batting, and can hit the ball.</p>	<p>can perform long barrier in practice.</p> <p>Batting can play forward and backward defensive shots although technique may be awkward. Attacking skills evident.</p>	<p>improved consistency of line/length.</p> <p>Perform a variety of fielding techniques: catching in the deep, long barrier, etc.</p> <p>Bat correctly uses defensive and attacking shots (mainly drive and pull).</p>	<p>line/length/Can use pace and spin.</p> <p>Select the correct fielding techniques and apply them consistently eg catching in the deep, long barrier, etc.</p> <p>Bat correctly selects when to and uses defensive and attacking shots (mainly drive and pull).</p>	<p>Select the correct fielding techniques using either hand and apply them consistently. Shows tactical knowledge.</p> <p>Bat: correctly selects when to and uses defensive and attacking shots (drive, cut pulls and glances).</p>	
<b>YEAR 7 ASSESSMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4+</b>	<b>DATE</b>
<b>ROUNDERS / SOFTBALL</b>	<p>Perform an underarm and over arm throw</p> <p>Catch a ball with some success</p> <p>Hold the bat aiming to hit the ball.</p>	<p>Throw, catch and bowl underarm</p> <p>Run around the posts/bases with speed and make decisions about when to stop</p> <p>Hold the bat showing the correct grip and stance.</p> <p>Able to strike the ball when batting.</p> <p>Showing understanding of the basic rules of the game</p>	<p>Throw with power and accuracy</p> <p>Make decisions about how to stop when batting and where to send the ball when fielding</p> <p>Strike the ball when batting with some success.</p> <p>Showing understanding of the rules of the game</p>	<p>Retrieve a ball and return it to the field with power and accuracy</p> <p>Bowl with some accuracy, speed and length</p> <p>Strike the ball with power and move around the posts/bases with speed</p>	<p>Performs Batting to a high level and all elements of fielding are high level of ability.</p> <p>Bowling is effect, using pace or spin with accuracy.</p> <p>Strike the ball with power and is able to place the ball to gaps in the field.</p> <p>Anticipate where the ball is going and stop it using the a range of fielding techniques including long barrier or either hand</p>	<p>END OF SUMMER TERM</p>

Sport Grade Descriptors

				Showing understanding of the rules of the game Knowledge and demonstration of basic batting and fielding tactics in games.		
YEAR 7 ASSESSMENT	1	2	3	4	4+	DATE
TENNIS	<p>Play <b>forehand</b> with some basic control and accuracy.</p> <p>Serve <b>underarm</b>.</p> <p>Judge where the ball will be and successfully move towards it.</p>	<p>Play <b>forehand</b> with some control and accuracy. Use backhand but this is affected by late preparation and poor footwork/ movement.</p> <p>Serve <b>mainly sideways on</b>, with some success.</p> <p>Judge where the ball will be and successfully move towards it to maintain a <b>short rally</b>.</p> <p><b>Basic Scoring Knowledge</b></p>	<p>Uses both forehand and backhand strokes, competently. Backhand lacks basic direction and accuracy.</p> <p>Perform a basic <b>over-arm serve</b></p> <p><b>Starts to anticipate opponents shot to maintain a rally.</b></p> <p>Can score a <b>singles</b> game</p>	<p>As Level 3 but beginning to show length and placement of shots. Backhand still lacks full accuracy. Can use forehand and backhand volleys.</p> <p>Perform consistent <b>over-arm serve but may lack power.</b></p> <p><b>Anticipates opponents shot to select next shots.</b></p> <p>Can score a <b>singles</b> game</p>	<p>Good technique whilst performing basic strokes. Rally forehand and backhand from baseline with evidence of spin/slice. Confident volley's with control.</p> <p>Serve good with some power. Strokes and tactics evident but may break down under pressure.</p> <p>Moves well around court. In <b>doubles</b> shows an awareness of partner and an understanding of scoring and court markings.</p>	<p>END OF SUMMER TERM</p>