



Overview of KS3 Practical Performance Banding Rubric

MRS PE KS3 BAND	HANDS Fitness, Competitive, Technique, Tactics, Problem Solving	HEART Confidence, Leadership, Respect, Communication, Resilience, Effort	HEAD Knowledge, Understanding, Analysis, Feedback, Responsibility, Rules	KEY WORDS
Mastering (5)	Dominates performance Expert technique under pressure Leads decision-making Excels in varied contexts	Consistently leads Supports and uplifts peers Shows empathy in high performance settings	Contributes to DNA with confidence and accuracy Applies advanced tactics Evaluates and adapts performance Learns independently	Oxygen, Carbon Dioxide, HR increases, Respiration rate increases, Muscle fatigue, Body temperature increases, Stroke Volume, Cardiac Output, Blood Shunting, Working Muscles, Lactic acid, Regulate body temperature, Blood, Red blood cells, White blood cells, Plasma, Platelet, Haemoglobin, Gaseous Exchange, Energy, Carbohydrates, Complex, Simple, Glucose, Glycogen, Growth, Repair, Protein, Fat, Healthy function, Minerals, Vitamins, Digestion, Fibre, Water, Dehydration, Iron, Metabolism, Overweight, Obese, Fatigue, Cramp, Sedentary, Osteoporosis, Physical, Social, Mental, Health, Exercise, Fitness, Performance, Participation, Wellbeing, Influences, Aesthetics, Challenge, Stress, Depression, Body Shape, Cardiovascular Endurance, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Power, Coordination, Reaction Time, Agility, Balance, Speed, Dynamic, Static, Fitness Tests, PARQ, Explosive, Maximum, Cardiac, Voluntary, Involuntary, Protection, Movement, Ligaments, Tendons, Joints, Blood production, Muscle fibres, Antagonist, Agonist, Leverage, Weight bearing, Cartilage, Pectoralis Major, Biceps, Triceps, Abdominals, Quadriceps, Hamstrings, Latissimus Dorsi, Gastrocnemius, Gluteus Maximus, Hip Flexors, Cranium, Vertebrae, Ribs, Humerus, Radius, Ulna, Pelvis, Femur, Tibia, Fibula, Patella, Phalanges, Density, Hypertrophy, Adaptation, Recovery, Strength, Rest, Efficient, Karvonon Formula, Thresholds, Aerobic, Anaerobic, WHR, RHR, Coronary Heart Disease, Diabetes
Securing (4)	High-level technique and control Strong tactical awareness Consistent influence on performance	Works well in team Can lead small groups Shares ideas confidently	Contributes to DNA with confidence Strong understanding of strategies Applies coaching points Reflective in feedback	
Developing (3)	Performs core skills with control Applies tactics Reliable contribution across different sports	Communicates well Accepts roles Willingly supports team goals	Contributes to DNA Understands key rules Beginning to evaluate choices Responds to feedback	
Emerging (2)	Inconsistent application Developing tactical understanding Effort evident	Participates with support Developing cooperation May lack confidence in groups	Can contribute to DNA Basic understanding Beginning to think ahead Can follow instructions	
Not Yet Emerging (1)	Basic control Limited understanding Needs frequent support and guidance	May struggle with teamwork Reluctant to engage Needs support to interact positively	Avoids contributing to DNA Struggles with rules/tactics Needs prompts and repetition Limited independent thinking	



INVASION GAMES ASSESSMENT RUBRIX
(Football, Rugby, Netball, Basketball, Handball)

Intent: To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand games rules, play a number of roles and physically exert themselves throughout.				
MRS PE KS3 BAND	HANDS Fitness, Competitive, Technique, Tactics, Problem Solving	HEART Confidence, Leadership, Respect, Communication, Resilience, Effort	HEAD Knowledge, Understanding, Analysis, Feedback, Responsibility, Rules	KEY WORDS
Mastering (5)	Dominates games across positions, advanced technical skill under pressure (e.g., interceptions, one-touch passing, shot accuracy), confident in fast-paced situations.	Leads and inspires others; role model in both skill and attitude; highly composed and empathetic in team settings.	Predicts play, adapts tactics independently, understands complex game strategies and modifies based on opposition.	Pass, Restart, Attack, Defend, Marking, Offside, Dribble, Shoot, Goal, Throw in, Tackle, Jockey, Marking, Try Line, Contact, Dodging, Footwork, Officials, Obstruction, Knock On, Forward Pass, Penalty, Scrum, Line-out, Ruck, Maul, Phase, Double Dribble, Chest Pass, Bounce Pass, Free Throw, Triple Threat, Violation, Baseline, Key, Side-line, Back-line, Centre-court, Centre-pass, Chest pass, Feed, Footwork, Free pass Goal third, Held ball, Landing foot
Securing (4)	Performs core skills consistently and effectively (e.g., accurate passing, effective marking, spatial awareness), contributes positively to team success.	Demonstrates leadership in small group tasks, shows respect, encourages team cohesion.	Applies tactics during games (e.g., pressing, switching play), interprets and acts on feedback, shows growing decision-making confidence.	
Developing (3)	Core skills developing with moderate consistency (e.g., passing, dribbling, defending), contributes actively in structured drills and games.	Communicates clearly, supports peers, understands and accepts team roles.	Recognises rules and basic formations, beginning to evaluate own performance, responds well to direct instruction.	
Emerging (2)	Inconsistent execution of basic skills, needs support with positioning and decision-making during games.	Participates when supported, improving cooperation, beginning to communicate with peers during play.	Developing rule knowledge (e.g., offside, contact), beginning to understand purpose of tactics, follows instructions with guidance.	
Not Yet Emerging (1)	Basic movement and skill development, struggles to apply skills under any pressure, requires close guidance for safety and engagement.	Hesitant or reluctant in group situations, may isolate or show low confidence, needs encouragement and reassurance.	Limited understanding of rules/tactics, needs frequent repetition and scaffolding to engage meaningfully.	



NET AND WALL GAMES ASSESSMENT RUBRIX

(Badminton, Volleyball)

Intent: To develop more advanced techniques and implement and refine strategic play to outwit opponents. Students will demonstrate the essential elements of attack and defence in competitive situations. To develop confidence in directing the object to land in a target area so that the opponent cannot return it. Students will independently score and officiate games unassisted.				
MRS PE KS3 BAND	HANDS	HEART	HEAD	KEY WORDS
Mastering (5)	Executes advanced skills (e.g., smashes, spin serves, digs, net kills) with precision and under pressure. Controls direction, pace, and spin instinctively. Adapts style based on opponent's weaknesses.	Shows leadership and composure. Supports partners in doubles/team formats. Models high-level etiquette and resilience.	Anticipates and reads opponents' play. Applies complex tactics (e.g., switching roles, isolating weak areas). Reflects on performance and adapts rapidly.	Ace, Advantage, Backcourt Backhand, Backspin, Backswing, Ball toss, Bounce Breakpoint, Court, Deuce, Double fault, Doubles, Drop shot, Fault, First serve, Foot fault, Game, Grip, Shuttle, Half volley, Let, Lob, Love, Match point, Net, Overhead, Point, Racket, Rally, Return, Second serve, Set, Spin, Slice, Stroke, Tiebreak, Topspin, Volley, Dig, Spike, Libero, Hitter, Middle, Setter, Jump Serve, Float Serve, Racket, Clear, Smash, Drop, Drive, Short, Long, Tramlines, Lift,
Securing (4)	Performs all core shots/skills consistently (e.g., accurate serves, volleys, rallies). Uses footwork to maintain positioning and control during extended play.	Communicates effectively in doubles or small-sided games. Encourages teammates and leads warm-ups or practices.	Applies tactical strategies with control (e.g., playing to space, targeting weak areas). Takes on feedback and adapts gameplay in real-time.	
Developing (3)	Demonstrates core skills (e.g., serve, forehand/backhand, dig/set) with growing consistency. Can maintain a rally and contribute in games.	Works well with a partner or team. Follows game rules and routines. Listens to others and plays fairly.	Beginning to understand tactics (e.g., shot placement, when to defend/attack). Uses feedback to improve. Recognises scoring and rules.	
Emerging (2)	Can perform basic shots (e.g., underarm serve, forehand) but struggles with control or accuracy. Rallies are short and need support.	Engages with encouragement. Follows basic rules but may need reminders. Learning to cooperate with others in pair work.	Beginning to understand basic rules and scoring. Needs help selecting the correct shot. Starting to respond to teacher direction.	
Not Yet Emerging (1)	Limited control of racket/ball/volley skills. Struggles to engage in rallies or serve consistently. Frequent errors with execution.	Needs support to engage with peers. May lack confidence in paired/group work. Requires consistent encouragement.	Minimal understanding of rules or tactics. Needs repeated instruction and frequent feedback to stay engaged.	



STRIKING AND FIELDING ASSESSMENT RUBRIX

(Rounders, Cricket, Softball)

Intent: To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Students to work independently and demonstrate an ability to score and officiate small sided games.				
MRS PE KS3 BAND	HANDS	HEART	HEAD	KEY WORDS
Mastering (5)	Consistently executes powerful and controlled striking (e.g., placement shots, lofted drives). Demonstrates precision in fielding (e.g., long barrier, overarm throws, stumpings). Reads the game and reacts with speed and accuracy.	Leads by example. Supports and directs fielding setups. Encourages others during high-pressure moments.	Anticipates tactical situations (e.g., positioning to prevent runs, fielding angles). Makes game-altering decisions with confidence. Reflects and adapts strategy independently.	Backstop, Backwards hit, Ball, Bat, Batting, Batting square, Bowling square Fielding, Half rounder, Inning, Long barrier, No ball Obstruction, Outs, Posts, Rounder, Side out, Wicket, Bowler, Stumps, Keeper, Umpire, Drive, Pull, Hook, Straight, On-side, Off-side, Back-foot, Front-foot, Fast, Medium, Off-Spin, Leg-spin, In-swing, Out-swing, Seam, Cut, Point, Cover, Sweep, Cow-corner, Mid-wicket, Crease, Striker, Non-Striker,
Securing (4)	Performs with confidence across key skills – clean striking, effective bowling/throwing, consistent catching and ground fielding. Positions self well in gameplay.	Takes responsibility in small groups (e.g., captain role, bowler rotation). Communicates well in gameplay situations. Supports peers with instructions or motivation.	Applies taught tactics (e.g., working as a batting pair, bowling to field settings). Takes on feedback and adapts play.	
Developing (3)	Demonstrates growing consistency in striking, bowling/throwing, and catching. Can perform key roles in small-sided games.	Understands basic roles (e.g., batter, bowler, fielder) and works well with peers. Willingly contributes to team tasks.	Follows tactical instructions (e.g., backing up throws, working as a pair). Beginning to reflect on performance with guidance.	
Emerging (2)	Can perform basic skills (e.g., underarm throw, simple hit, basic catch) with support. Inconsistent application in games.	Participates with encouragement. Learning to take turns and follow fielding rotations. Beginning to work in small groups.	Beginning to understand simple rules (e.g., number of outs, scoring zones). Needs reminders to apply tactics or positioning.	
Not Yet Emerging (1)	Struggles to control or connect with ball when striking. Difficulties with throwing and catching. Limited engagement in fielding positions.	Needs constant support to engage with others. May avoid participation or rely heavily on adult intervention.	Limited understanding of rules and gameplay. Needs frequent repetition and guidance. Struggles to retain key terms or positioning.	



OUTDOOR ADVENTEROUS ACTIVITIES ASSESSMENT RUBRIX

(OAA)

Intent: To further develop an ability to respond effectively to challenges set using a range of teamwork and character skills. To encourage the use of communication and cooperation skills in a variety of contexts. To develop critical thinkers and promote leadership opportunities.				
MRS PE KS3 BAND	HANDS	HEART	HEAD	KEY WORDS
Mastering (5)	Demonstrates high-level fitness, endurance, and agility across a range of challenges (e.g. orienteering, climbing, team tasks). Performs under pressure and leads by example.	Confidently leads and motivates team. Resolves conflict and supports inclusion. Shows initiative and empathy.	Independently plans, evaluates, and adapts strategy during problem-solving tasks. Demonstrates strong map skills, navigation, and tactical thinking.	Map, Orienteering, Teamwork, Problem Solving, Leadership, Star, Loop, Control Points, Caving, Navigation, Orientate, Bearing, Checkpoint, Flag, Scale, Coordinates,
Securing (4)	Takes part with energy and control. Can lead physical aspects of activities and complete challenges efficiently (e.g. timed navigation, team initiatives).	Leads aspects of group tasks. Takes responsibility and encourages others. Resolves minor disagreements appropriately.	Applies learnt strategies confidently. Understands maps, coordinates, and group roles. Reflects on performance and suggests improvements.	
Developing (3)	Participates with control and effort in a variety of tasks (e.g. trails, group challenges, map reading). Demonstrates resilience with support.	Works cooperatively and accepts roles in a team. Communicates clearly. Listens and contributes ideas.	Can follow a basic strategy or plan with help. Understands simple map symbols and teamwork concepts. Responds well to guided reflection.	
Emerging (2)	Engages with effort in simple physical challenges. May struggle with stamina or confidence in outdoor environments.	Participates when prompted. Beginning to cooperate with peers. Needs reassurance and encouragement.	Follows simple instructions and routes. Beginning to understand maps or teamwork rules. Needs scaffolding for reflection or planning.	
Not Yet Emerging (1)	Reluctant to engage in physical outdoor tasks. May lack confidence or coordination. Avoids challenge-based activities.	Withdrawn in team settings. Struggles to communicate or cooperate. Needs close supervision and reassurance.	Limited awareness of instructions, safety, or spatial awareness. Needs repeated prompting and high support to follow a plan or reflect on actions.	



ATHLETIC ACTIVITIES ASSESSMENT RUBRIX

(Athletics)

Intent: To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors.				
MRS PE KS3 BAND	HANDS	HEART	HEAD	KEY WORDS
Mastering (5)	Demonstrates outstanding performance across multiple disciplines (track, field, jumps). Excels in power, speed, control, and technique (e.g., optimal sprint start, accurate relay changeovers, effective flight in jumps, consistent throwing phases).	Leads warm-ups and peer feedback. Supports others with technique tips and motivation. Models discipline and sportsmanship in competition.	Analyses personal performance with technical accuracy. Applies biomechanical knowledge. Adjusts training methods or techniques to optimise outcomes.	Acceleration, Angle of release, Body position, Body style, Change over box, Cool down, Cross step, Distance, Explosive power, Flight, Follow through, Fosbury flop, Hang, Heart raiser, Height, Hop phase, Jump phase Lane, Lead leg, Leg, Momentum, Pacing, Pick up phase, Power, Pulse raiser, Run up, Safety, Shift, Speed, Sprint finish Sprint start, Step phase Strength, Stretching Stride, Tactics, Take-off board, Take-off foot, Technique, Trail leg, Trajectory, Up & down sweep, Warm up, Wind up
Securing (4)	Performs with effective technique and accuracy across most disciplines. Consistent in sprint mechanics, jumping phases, and throwing execution. Times and distances show above average attainment.	Engages positively in peer feedback. Takes initiative in paired/group challenges. Supports others' progress.	Understands key performance cues (e.g., drive phase, release angle). Applies coaching points. Reflects meaningfully on performance.	
Developing (3)	Demonstrates developing control and coordination in sprints, throws, and jumps. Executes key phases with increasing consistency. Applies taught techniques with effort.	Participates actively in lessons. Communicates well in group challenges or relay work. Takes on basic roles (e.g., timekeeper, measurer).	Beginning to understand the rules and techniques of events. Responds well to feedback. Can reflect simply on strengths and areas to improve.	
Emerging (2)	Demonstrates effort and willingness but lacks control, accuracy, or consistency. Struggles with correct technique across events. May fatigue quickly.	Participates with encouragement. Starting to engage in group activities and take turns. Developing respect for competitive rules.	Identifies some basic rules and instructions (e.g., throwing area, lane discipline). Needs scaffolding to apply feedback or strategies.	
Not Yet Emerging (1)	Struggles with control, coordination, and physical engagement. Limited understanding of event structure. Frequent errors in technique or safety protocols.	Avoids participation without support. Needs frequent prompts to follow routines or work with others.	Requires repeated instruction. Minimal recall of key techniques, distances, or rules. Dependent on adult guidance.	



HRF ACTIVITIES ASSESSMENT RUBRIX

(HRF, Cross Country)

Intent: To further develop specific fitness-based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.

MRS PE KS3 BAND	HANDS	HEART	HEAD	KEY WORDS
Mastering (5)	Fitness, Competitive, Technique, Tactics, Problem Solving	Confidence, Leadership, Respect, Communication, Resilience, Effort	Knowledge, Understanding, Analysis, Feedback, Responsibility, Rules	Warm-up, Cool-down, Health, Physical, Mental, Social, Sit-ups, Press-ups, Plank, Lunges, Squats, Tricep Dips, Shuttle Runs, Burpees, Muscular Strength, Muscular Endurance, Body Composition, Flexibility, Cardiovascular Endurance, Agility, Reaction Time, Coordination, Balance, Speed, Power, Continuous, Fartlek, Circuit, Interval, Plyometrics, Weight, Resistance, RHR, WHR, Recovery, Karvonon
Securing (4)	Demonstrates advanced fitness levels across components (CV endurance, muscular strength/endurance, flexibility). Applies correct technique in all exercises. Pushes personal physical limits safely and consistently.	Motivates others. Models resilience and discipline. Supports peers in setting and achieving goals.	Independently plans and leads fitness programmes. Understands long-term health benefits. Evaluates the impact of exercise types and modifies plans accordingly.	
Developing (3)	Performs all key fitness activities with correct technique and control. Shows strong aerobic and anaerobic capacity. Can sustain effort across sessions.	Works well with others in circuits or fitness challenges. Can lead warm-ups or paired tasks. Shows positive attitude and encourages others	Applies knowledge of fitness components to improve performance. Understands principles like FITT and progressive overload. Begins to reflect and adapt plans.	
Emerging (2)	Demonstrates good effort and technique in basic fitness tasks (e.g. circuits, timed runs, resistance training). Developing stamina and muscular control.	Engages well in partner/group fitness tasks. Follows instructions and contributes positively to group routines.	Understands the components of fitness. Can identify areas for improvement. Beginning to understand how to improve personal health/fitness.	
Not Yet Emerging (1)	Participates with effort in basic activities but lacks consistency or control. Limited stamina or strength may affect performance.	Needs occasional reminders to stay on task. Begins to show teamwork in group exercise settings	Has a basic understanding of the purpose of fitness. Can name components but needs help applying them. Requires support to set goals	
Not Yet Emerging (1)	Struggles with fitness-based tasks. Low effort or coordination. May avoid participation or find sustained activity difficult	Reluctant in group activities. Needs encouragement to take part or complete tasks. Lacks confidence in own ability.	Limited understanding of fitness concepts. Requires frequent explanation and modelling. Cannot yet set or reflect on goals	