



GRADE		DESCRIPTION
	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>C The student can name basic moves and can identify one aspect of a good performance</p> <p>B</p> <p>The student can name and describe basic move, explained what makes a move more aesthetic. They can comment on another individuals performance, highlighting strengths</p> <p>A</p> <p>The student can name and attempt basic moves in isolation, showing little technique. The can explain what makes movements aesthetic and critic someone else’s performance</p>
8	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for all chosen moves, even when they are linked together. The student performs various challenging floor moves and is consistently effective in their performance of these. There are very few errors in technique and the student is adaptive when linking moves together, maintaining fluency. They almost always produce the intended results/accuracy.</p> <p>They critically analyse and judge their own and others’ work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others’ performance could be improved, prioritising aspects for further development. They are effective in all roles showing the highest level of knowledge and understanding.</p>



7	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for all chosen moves, even when are linked together. The student performs some challenging floor moves and is effective in their performance of these. There are very few errors in technique and the student is adaptive when linking moves together, maintaining fluency. They almost always produce the intended results/accuracy.</p> <p>They critically evaluate their own and others' work, showing that they understand the impact of skills, composition and fitness on the quality and effectiveness of performance. They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.</p>
6	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for all chosen moves with little sign of deterioration when they are linked together. The student is effective in their performance and rarely makes errors. The student adapts successfully when linking moves together, always maintaining fluency. They rarely fail to produce the intended results/accuracy.</p> <p>They apply the principles of advanced compositional ideas in their own and others' work, and modify them in response to feedback. They analyse and comment on their own and others' work as individuals and team members. They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of the activity.</p>



5	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for all chosen moves but may show signs of deteriorating when they are linked together. The student is often effective in performance and only sometimes makes errors. The student is always adaptive when linking moves together, maintaining fluency. They regularly produce the intended results/accuracy.</p> <p>When planning their own and others' work, and carrying out their own work, they draw on what they know about composition, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and other aspects of performance.</p>
4	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for most floor moves but may deteriorate when they are linked together. The student is usually effective in their performance and may make occasional errors. The student is consistently adaptive when linking moves together, maintaining some fluency. They are improving how often they produce the intended results/accuracy.</p> <p>They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They can plan and lead routines and activities safely, helping others to improve their performance.</p>



3	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is developing across a range of skills but can deteriorate when they are linked together. The student is effective in performance showing control and improving consistency. The student can adapt when linking moves together and maintains fluency. They occasionally produce the intended results/accuracy.</p> <p>They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance acting upon feedback.</p>
2	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is maintained for some basic floor moves but frequently deteriorates when they are linked together. The student can perform basic moves and is occasionally effective in their performance of these. They are occasionally adaptive and link moves together, showing some fluency. They occasionally produce the intended results/accuracy.</p> <p>They can see how their work is similar to and different from others' work, and use this understanding to offer ideas on how to improve performance.</p>



1	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>The quality of technique is limited for most basic moves. The student can perform very basic floor moves and is rarely effective in their performance of these. There are likely to be frequent errors in technique and the student can link simple moves together, maintaining little or no fluency. They may not produce the intended results/accuracy.</p> <p>They talk about differences between their own and others' performance and suggest improvements. They can work with others, devising simple ideas for performance.</p>
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