

<b>ELITE</b>	An exceptional sporting performer will be working at this standard by the end of Y9.	<ul style="list-style-type: none"> <li>I can perform skills at an <b>exceptional level</b>, consistently showing high level of precision, control, fluency and originality.</li> <li>I am performing at an Elite level and may represent a <b>National team</b>.</li> <li>When making decisions, I <b>can dictate</b> individuals or team performance.</li> <li>When working with others, I can <b>facilitate learning</b> for the whole class.</li> <li>My level of fitness is <b>first class</b> and I am resilient in the <b>pursuit</b> of increasing it.</li> <li>My theoretical knowledge is at the standard of <b>a Distinction</b> at BTEC.</li> </ul>
<b>DIAMOND</b>	An outstanding pupil will be working at the standard by the end of Y9.	<ul style="list-style-type: none"> <li>I can perform advanced skills consistently showing <b>high level</b> of precision, control, fluency and originality.</li> <li>I am performing at <b>County level</b> in a chosen sport.</li> <li>When making decisions, I can <b>command and control</b> a practical situation and game.</li> <li>When working with others, I am an <b>excellent role model</b>.</li> <li>My level of fitness is <b>exceptional in a range of areas</b> and I work intensively.</li> <li>My theoretical knowledge is at the standard of a <b>Merit BTEC</b>.</li> </ul>
<b>GOLD</b>	An outstanding Y8 pupil will be working at the standard by the end of the year. The majority of Y9 pupils should be working at this standard during the year.	<ul style="list-style-type: none"> <li>I can select and combine a range of <b>advanced skills</b> consistently and accurately</li> <li>In a competitive situation, I can <b>apply</b> a number of different rules <b>to my advantage</b> in a range of activities.</li> <li>When making decisions, <b>I can influence others</b>.</li> <li>When working with others, I can take on <b>different roles</b> such as a leader.</li> <li>My level of fitness is <b>highly developed</b> and I am committed to developing it.</li> <li>My theoretical knowledge is at the standard of a <b>Pass at BTEC</b>.</li> </ul>
<b>SILVER</b>	An outstanding Y7 pupil will be working at this standard by the end of the year. The majority of Y8 pupils should move into this standard during the year. The majority of Y9 pupils will be starting the year at this standard.	<ul style="list-style-type: none"> <li>I can perform skills with <b>good</b> consistency and accuracy, showing precision, control and fluency.</li> <li>In a competitive situation, I am <b>starting to interpret some of rules</b> to use to <b>my advantage</b> in a range of activities.</li> <li>When making decisions I can respond with <b>simple tactics</b>.</li> <li>When working with others, I can take on <b>the role of an assistant and lead a small group</b>.</li> <li>My level of fitness is <b>good</b>.</li> <li>My level of theoretical knowledge is <b>sound</b>.</li> </ul>
<b>BRONZE</b>	The majority of Y7 pupils will move into this standard during the year. The majority of Y8 pupils will start the year on this standard.	<ul style="list-style-type: none"> <li>I am <b>starting to link skills</b> and apply them accurately with <b>some</b> precision, control and fluency.</li> <li>In competitive situations, I am able to <b>play by the rules</b> in a range of activities.</li> <li>When making decisions, I can react to situations with <b>some basic</b> thought.</li> <li>When working with others I can work as <b>part of a team</b> and help others develop.</li> <li>My level of fitness is <b>good</b> and <b>I put energy</b> into improving it.</li> <li>My level of theoretical knowledge is <b>basic</b>.</li> </ul>
<b>GET SET</b>	The majority of Y7 pupils will be working at this standard when they arrive.	<ul style="list-style-type: none"> <li>I can copy, remember and explore <b>simple</b> skills</li> <li>In competitive situation, <b>I attempt</b> to play by <b>some</b> of the <b>rules</b> in a range of activities.</li> <li>When making decisions I can react to situations with <b>some basic</b> thought.</li> <li>When working with others, I can participate in <b>a team</b> or <b>work in a group</b>.</li> <li>My level of fitness is <b>limited</b></li> <li>My level of theoretical knowledge is <b>limited</b>.</li> </ul>
<b>EMERGING</b>	Only a small minority of pupils who maybe SEN will fall into this standard.	<ul style="list-style-type: none"> <li>I am <b>working towards</b> copying, repeating and exploring simple skills.</li> <li>In competitive situations, I am <b>working towards</b> remembering some rules in some activities.</li> <li>I am <b>working towards</b> understanding how to make some decisions in a game.</li> <li>When working with others, I can participate <b>sometimes</b> in a team or work with a group of people.</li> <li><b>I know</b> my body changes when I exercise.</li> <li>I am <b>working towards</b> knowing some theoretical knowledge.</li> </ul>
<b>NURTURE</b>	Only a small minority of pupils will fall into this standard who maybe DSP or have EHCP.	<ul style="list-style-type: none"> <li>Copy and repeat basic movements</li> <li>Remember how to win a game</li> <li>Listen to and follow instructions</li> <li>Stand in a group. Share ideas and listen to others</li> <li>Describe how exercise makes you feel</li> <li>Help set up equipment</li> </ul>