



Skills descriptors

Execution of skills and techniques

Decision making

Application of compositional, tactical, and strategic ideas

Evaluating and analysing performances

Demonstration of balanced, active, healthy lifestyle choices

Assessment grid example showing progression through key stage 3:

RUGBY	EXECUTION OF SKILLS & TECHNIQUES	DECISION MAKING	APPLICATION OF COMPOSITIONAL, TACTICAL & STRATEGIC IDEAS	EVALUATING & ANALYSING PERFORMANCE	DEMONSTRATING HEALTHY, ACTIVE, BALANCED LIFESTYLE CHOICES
Mastering + (all)	Students are capable of executing skills and techniques to a level which is beyond the expectations of a student in that year group.	Students are capable of decision making to a level which is beyond the expectations of a student in that year group.	Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a student in that year group.	Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a student in that year group.	Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a student in that year group.
Yr9 Mastering	Students are capable of executing a wide range of skills and techniques, including some advanced ones, such as spin pass, crocodile roll, offload, switch and scissors which are consistently effective in practice situations and competitive/performance situations.	Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.	Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach. All of below plus different defensive systems E.g. Rush or drift defence.	Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extra-curricular clubs as part of their weekly exercise.
Yr8 Mastering Yr9 Securing	Students are capable of executing a wide range of good level skills and techniques, including tackle, pass, offload, ball presentation, evasive running and rucking, which are consistently effective in practice situations and regularly effective in competitive/performance situations.	Students are capable of making decisions having selected from a high number of options (E.g. Hit breakdown or join offensive/defensive line) and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.	Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach. E.g. Possible identification of mismatches (overlaps, forwards vs backs).	Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Mastering Yr8 Securing Yr9 Developing	Students are capable of executing a fair range of good level skills and techniques, including tackle, pass, offload, ball presentation, evasive running and rucking, which are regularly effective in practice situations and mostly effective in competitive/performance situations.	Students are capable of making decisions having selected from a good number of options (E.g. Pass, run, offload, tackle, ruck) and are regularly successful in their choices. Decisions are made in good relative time, while hesitation is occasionally evident.	Students are capable of applying some difficult, compositional, tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented. E.g. How to influence the game when 'off the ball' to include awareness of team mates and manipulation of defenders.	Students are capable of identifying a high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give fairly detailed justification for their placement. They can set targets which show understanding of their development areas.	Students are capable of demonstrating a broad number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Securing Yr8 Developing Yr9 Acquiring	Students are capable of executing a fair range of solid skills and techniques, including tackle, pass, ball presentation, evasive running and rucking, which are mostly effective in practice situations and quite often effective in competitive/performance situations.	Students are capable of making decisions having selected from a fair number of options (E.g. Pass, run, tackle, ruck) and are quite often successful in their choices. Decisions are made in fair relative time, while hesitation is sometimes evident.	Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this. E.g. When to spread the ball wide and when to keep it tight.	Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	Students are capable of demonstrating a good number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a small amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Developing Yr8 Acquiring	Students are capable of executing some basic skills and techniques, including tackle, pass, ball presentation and evasive running which are quite often effective in practice situations and sometimes effective in competitive/performance situations.	Students are capable of making decisions having selected from a small number of options (pass, run, tackle) and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.	Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt. Positional ideas are beginning to come to the fore here.	Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	Students are capable of demonstrating a small number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a limited amount of extra-curricular clubs as part of their weekly exercise.
Yr7 Acquiring	Students are capable of executing a limited range of skills & techniques including passing and a basic tackle in isolation on their knees.	Students are capable of making decisions having selected from a very small number of options (pass, run) but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.	Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly. E.g. Steep line in attack and flat line in defence.	Students are capable of identifying some strengths and weaknesses in a performance.	Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.

PE – Execution of skills and techniques



YEAR 9

YEAR 8

YEAR 7

		MASTERING + Students are capable of executing skills and techniques to a level which is beyond the expectations of a year 9 student.
YEAR 7	MASTERING + Students are capable of executing skills and techniques to a level which is beyond the expectations of a year 8 student.	MASTERING Students are capable of executing a wide range of skills and techniques, including some advanced ones, which are consistently effective in practice situations and competitive/performance situations.
	MASTERING Students are capable of executing a wide range of good level skills and techniques which are consistently effective in practice situations and regularly effective in competitive/performance situations.	SECURING Students are capable of executing a wide range of good level skills and techniques which are consistently effective in practice situations and regularly effective in competitive/performance situations.
	MASTERING + Students are capable of executing skills and techniques to a level which is beyond the expectations of a year 7 student.	DEVELOPING Students are capable of executing a fair range of good level skills and techniques which are regularly effective in practice situations and mostly effective in competitive/performance situations.
	MASTERING Students are capable of executing a fair range of good level skills and techniques which are regularly effective in practice situations and mostly effective in competitive/performance situations.	ACQUIRING Students are capable of executing a fair range of solid skills and techniques which are mostly effective in practice situations and quite often effective in competitive/performance situations.
	SECURING Students are capable of executing a fair range of solid skills and techniques which are mostly effective in practice situations and quite often effective in competitive/performance situations.	DEVELOPING Students are capable of executing some basic skills and techniques which are quite often effective in practice situations and sometimes effective in competitive/performance situations.
	DEVELOPING Students are capable of executing a fair range of solid skills and techniques which are mostly effective in practice situations and quite often effective in competitive/performance situations.	ACQUIRING Students are capable of executing a limited range of skills & techniques which are rarely successful in practice situations.

YEAR 8

YEAR 7

<p>YEAR 7</p>	<p>YEAR 8</p>		<p>MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 9 student.</p>
	<p>MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING Students are capable of making decisions having selected from the full range of options and are consistently successful in their choices. Decisions are made at high relative speed, while hesitation is very rarely seen.</p>	
	<p>MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING Students are capable of making decisions having selected from a high number of options and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.</p>	<p>SECURING Students are capable of making decisions having selected from a high number of options and are usually successful in their choices. Decisions are made relatively quickly, while hesitation is rarely evident.</p>
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	<p>DEVELOPING Students are capable of making decisions having selected from a small number of options and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.</p>	<p>ACQUIRING Students are capable of making decisions having selected from a small number of options and are sometimes successful in their choices. Decisions are made in reasonable relative time, while hesitation is often evident.</p>	
	<p>ACQUIRING Students are capable of making decisions having selected from a very small number of options but are rarely successful in their choices. Decisions are made relatively slowly and hesitation is evident the majority of the time.</p>		

PE – Application of compositional, tactical and strategic, and ideas



YEAR 9

YEAR 8		MASTERING + Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a year 9 student
YEAR 7	MASTERING + Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a year 8 student	MASTERING Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. They are able to be very flexible and alter these plans quickly depending on the scenario presented and the success of the current approach.
	MASTERING Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach.	SECURING Students are capable of applying different and advanced compositional, tactical and strategic ideas. They are able to be quite flexible and alter these plans depending on the scenario presented and the success of the current approach
	SECURING Students are capable of applying some difficult, compositional tactical, and strategic ideas. They are able to alter their plans over time depending on the scenario presented.	DEVELOPING Students are capable of applying some difficult tactical, strategic and compositional ideas. They are able to alter their plans over time depending on the scenario presented.
	SECURING Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this.	ACQUIRING Students are capable of applying moderately difficult compositional, tactical, and strategic ideas. They are able to alter their plans depending on the scenario presented but will need to be prompted to do this.
	DEVELOPING Students are capable of applying basic compositional, tactical, and strategic ideas. They are fairly fixed in the plans they adopt.	
	ACQUIRING Students are capable of applying very basic compositional, tactical, and strategic ideas. Approach will be inflexible and prompting will be needed regularly.	

YEAR 9

YEAR 8		MASTERING + Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a year 9 student.
YEAR 7	MASTERING + Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a year 8 student.	MASTERING Students are capable of identifying the full range of strengths and weaknesses in a performance. They can rank performers with high level accuracy and give highly detailed justification for their placement. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.
	MASTERING Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.	SECURING Students are capable of identifying a very high number of strengths and weaknesses in a performance. They can rank performers with good accuracy and give detailed justification for their placement. They can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements.
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	DEVELOPING Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.	ACQUIRING Students are capable of identifying a good number of strengths and weaknesses in a performance. They can rank performers with sound accuracy and give some justification for their placement. They can set and respond to effective targets when prompted.
	ACQUIRING Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.	

PE – Demonstration of balanced, healthy lifestyle choices



YEAR 9

YEAR 8		YEAR 9
YEAR 7		MASTERING + Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a year 9 student.
	MASTERING + Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a year 8 student.	MASTERING Students are capable of demonstrating an exceptional number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a vast amount of extracurricular clubs as part of their weekly exercise.
	MASTERING + Students are capable of demonstrating decisions in order to help lead a balanced, active, healthy lifestyle which are beyond the expectations of a year 7 student.	MASTERING Students are capable of demonstrating a vast number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to participate in PE lessons along with a broad amount of extracurricular clubs as part of their weekly exercise.
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	ACQUIRING Students are capable of demonstrating a limited number of choices which help lead towards a balanced, active and healthy lifestyle. Students are likely to only participate in PE lessons as part of their weekly exercise.	