



KS4 Core Physical Education	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
Year 10/11	Students working <b>towards</b> expected can:	Students working <b>at</b> expected can:	Students working <b>beyond</b> expected can:
Physical Me	<ul style="list-style-type: none"> <li>• Perform skills with developing control and accuracy, and are working on refining their technique under pressure.</li> <li>• Show increasing commitment to improving their fitness and participating more actively, though may not yet sustain effort throughout.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently perform skills, including some advanced skills with control and accuracy in competitive or applied scenarios.</li> <li>• Maintain high levels of effort and physical performance, and demonstrate a good level of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate mastery skills, including some complex skills under pressure, adapting technique to suit the context and optimise performance.</li> <li>• Demonstrate exceptional effort and commitment to physical development, showing sustained improvement in fitness.</li> <li>•</li> </ul>
Thinking Me	<ul style="list-style-type: none"> <li>• Demonstrate some initiative and are beginning to reflect on their performance and set goals for improvement.</li> <li>• Demonstrate a basic understanding of key concepts and are starting to apply them with support in practical settings.</li> <li>• Identify some similarities between activities and are developing their ability to apply key principles and strategies across sports</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently, evaluate their performance, and take steps to improve.</li> <li>• Apply theoretical knowledge—such as rules, tactics, and fitness principles—to improve performance.</li> <li>• Apply tactical and performance principles across multiple sports with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Take full ownership of their development, setting challenging goals and seeking feedback independently.</li> <li>• Analyse performance using in-depth knowledge and confidently explain how key concepts apply across sports and contexts.</li> <li>• Confidently transfer key principles and strategies across a wide range of activities, demonstrating insight and adaptability.</li> </ul>
Social Me	<ul style="list-style-type: none"> <li>• Show growing interest in PE lessons and are working towards being more consistently focused and committed.</li> <li>• Contribute to group work with encouragement and are developing confidence in communication and decision-making.</li> <li>• Begin to support and encourage peers, and are developing the confidence to lead small group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrate a positive attitude and full engagement in both practical and theoretical activities.</li> <li>• Can communicate effectively and contribute positively to team dynamics, offering relevant tactical input.</li> <li>• Take responsibility within group settings, helping peers stay focused and contributing to group organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Model an outstanding attitude and lead by example through high engagement and enthusiasm across all activities.</li> <li>• Lead team communication under pressure, using verbal and non-verbal cues to coordinate play and influence outcomes.</li> <li>• Confidently lead groups, adapting their style to suit others and reflecting on leadership effectiveness.</li> </ul>



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