



Benchmarks

Physical Education

March 2017

**Guidance on using Benchmarks for Assessment
March 2017**

Education Scotland's [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"> Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level. 	<ul style="list-style-type: none"> Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none"> Become familiar with other curriculum area Benchmarks over time. 	<ul style="list-style-type: none"> Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none"> Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning. 	<ul style="list-style-type: none"> There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none"> Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none"> Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none"> Do not tick off individual Benchmarks.

Early Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		<ul style="list-style-type: none"> Shows awareness of personal space (i.e. where body ends and space begins). Moves at different speeds, levels and directions with others in a designated space. Shows awareness of body parts and body positions when performing a range of different movements.
	Balance and Control	<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p style="text-align: right; color: green;">HWB 0-21a</p>	<ul style="list-style-type: none"> Shows control of personal space and body parts when moving. Holds balance in various shapes and maintains balance when moving. Is beginning to manipulate objects as part of energetic play.
	Coordination and Fluency	<p>I am developing my movement skills through practice and energetic play.</p> <p style="text-align: right; color: green;">HWB 0-22a</p>	<ul style="list-style-type: none"> Links movements together (moves body or parts of body in order). Is beginning to move with purpose. Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like.
	Rhythm and Timing		<ul style="list-style-type: none"> Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words.
	Gross and Fine Motor Skills		<ul style="list-style-type: none"> Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. Is beginning to perform movement skills in sequence, for example, catch an object with two hands. Is beginning to demonstrate eye/hand and eye/foot

			co-ordination required for movement skills, for example, pass object from one hand to the other.
Cognitive Skills	Focus and Concentration		<ul style="list-style-type: none"> • Focuses on task and pays attention to stimuli, for example, instructions from a practitioner.
	Cue Recognition		<ul style="list-style-type: none"> • Recognises external cues that need an immediate response, for example, starting and stopping.
	Sequential Thinking	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	<ul style="list-style-type: none"> • Remembers two-step simple instructions, for example, bounce the ball and then change direction.
	Prioritising		<ul style="list-style-type: none"> • Works out the order for dealing with information (or tasks). • Repeats tasks in the correct sequence.
	Decision Making		<ul style="list-style-type: none"> • Makes decisions in response to simple tasks, for example, knowing when to start and stop.
	Multi-processing	I am developing my movement skills through practice and energetic play. HWB 0-22a	<ul style="list-style-type: none"> • Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards.
	Problem Solving		<ul style="list-style-type: none"> • Uses prior knowledge, and identifies key information to help form a solution.
Creativity	<ul style="list-style-type: none"> • Moves in response to a variety of stimuli. • Demonstrates imagination through energetic play. 		

Personal Qualities	Motivation		<ul style="list-style-type: none"> • Participates with enthusiasm. Enjoys being challenged. • Sets targets in simple tasks. • Describes why people participate in physical activity, for example, to have fun.
	Confidence and Self-esteem	<p>I am developing my movement skills through practice and energetic play.</p> <p style="text-align: right;">HWB 0-22a</p>	<ul style="list-style-type: none"> • Is developing an awareness of self and an increasing self-reliance in dealing with new situations. • Discusses learning with adult support, and describes likes and dislikes. • Responds and contributes to self and peer assessment with respect. • Celebrates, values and uses achievements to build next steps.
	Determination and Resilience	<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p style="text-align: right;">HWB 0-23a</p>	<ul style="list-style-type: none"> • Is learning how to be a good winner and cope appropriately with losing. • Stays on task that may at first seem challenging, to achieve success. • Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour.
	Responsibility and Leadership	<p>By exploring and observing movement, I can describe what I have learned about it.</p> <p style="text-align: right;">HWB 0-24a</p>	<ul style="list-style-type: none"> • Accepts direction from an adult or peer. • Seeks appropriate help. • Is beginning to use self-control when carrying out simple tasks. • Adopts different roles when working individually or as part of a group. • Makes choices about learning and playing in a variety of contexts.
	Respect and Tolerance		<ul style="list-style-type: none"> • Shares with others and shows consideration during energetic play. • Is aware of ideas, thoughts and feelings of others. • Takes turns with others to use equipment safely.

	Communication		<ul style="list-style-type: none"> • Is developing the ability to know when to listen and when to talk when interacting with others. • Uses words and/or body language to express ideas, thoughts and feelings.
Physical Fitness	Stamina Speed Core Stability and Strength Flexibility	<p>I am developing my movement skills through practice and energetic play.</p> <p style="text-align: right;">HWB 0-22a</p>	<ul style="list-style-type: none"> • Sustains energetic levels of play/activity. • Recognises different body parts required to sustain energetic activity. • Identifies different ways to be physically active. • Describes how the body changes when engaged in moderate to vigorous activity. • Moves at different speeds – slowly, steadily and quickly. • Moves parts of the body at different speeds. • Starts and stops quickly. • Understands speed in simple terms. • Is developing postural control when performing physical actions. • Moves in control and maintains shape. • Holds body weight/position of stillness for short periods of time. • Moves freely across a full range of movements.

First Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		<ul style="list-style-type: none"> • Shows awareness of the space around them and the space of others, and is beginning to use this information to control movements. • Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level. • Shows awareness of body parts and body positions when performing a range of different movements. • Manipulates parts of the body when moving with purpose. • Holds balances in various shapes with and without equipment and describes what helps to maintain balance. • Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. • Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch. • Moves with purpose demonstrating balance, control and rhythm. • Demonstrates knowledge and understanding of what a quality movement looks like, and feels like. • Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. • Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence.
	Balance and Control	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.</p> <p style="text-align: right; color: green;">HWB 1-21a</p>	
	Coordination and Fluency	<p>I am developing skills and techniques and improving my level of performance.</p> <p style="text-align: right; color: green;">HWB 1-22a</p>	
	Rhythm and Timing		

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs movement skills in simple activities, for example, skipping. • Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance. • Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.
Cognitive Skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>I am developing skills and techniques and improving my level of performance. HWB 1-22a</p>	<ul style="list-style-type: none"> • Focuses attention in more demanding situations, for example, working with a partner or in a small group. • Recognises and responds to both internal and external cues at the same time, for example, follow the leader. • Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball. • Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. • Makes decisions when presented with two or three different options and can explain why. • Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. • Demonstrates adaptability when finding different solutions to solve problems. • Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words. • Demonstrates flair, originality, and imagination when performing.

Personal Qualities	Motivation	I am developing skills and techniques and improving my level of performance. HWB 1-22a	<ul style="list-style-type: none"> • Shows an enthusiasm to participate. Enjoys being challenged. • Recognises and responds to both internal and external motivation to: <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. • Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group.
	Confidence and Self-esteem	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a	<ul style="list-style-type: none"> • Has a positive awareness of self as physical competencies improve. • Discusses learning and identifies strengths and next steps. • Responds and contributes to self and peer assessment with respect. • Celebrates, values and uses achievements as part of improving performance.
	Determination and Resilience	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	<ul style="list-style-type: none"> • Identifies and discusses how to be a good winner and cope appropriately with losing. • Demonstrates persistence when facing a challenge and works to achieve a successful outcome. • Recognises a variety of emotions and is developing the ability to manage them appropriately.
	Responsibility and Leadership	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	<ul style="list-style-type: none"> • Demonstrates a continuing readiness to learn and is developing planning and organisational skills. • Develops a range of strategies to increase self-control when performing independently and/or with others. • Adopts a variety of roles that lead to successful outcomes. • Identifies and discusses the role of leader and the associated responsibilities.
	Respect and Tolerance		<ul style="list-style-type: none"> • Demonstrates how to include others when completing movement tasks. • Engages positively with others to use equipment safely and fairly.

	<p>Communication</p>		<ul style="list-style-type: none"> • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures.
<p>Physical Fitness</p>	<p>Stamina</p> <p>Speed</p> <p>Core Stability and Strength</p> <p>Flexibility</p>	<p>I am improving my level of performance and fitness.</p> <p>HWB 1-22a</p>	<ul style="list-style-type: none"> • Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. • Describes how the body feels during and after sustained activity. • Describes in simple terms the reasons why people participate in physical activity. • Sets targets for sustaining moderate to vigorous physical activity. • Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform. • Moves at different speeds and is able to maintain balance whilst changing direction quickly. • Demonstrates short bursts of fast movement from stillness. • Moves parts of the body using different speeds and force. • Demonstrates understanding of speed in simple terms and how it affects ability to perform. • Shows postural control when starting, stopping and changing direction. • Describes where 'core' is and demonstrates how it supports the body. • Holds body weight in a variety of positions. • Uses a full range of movement to perform actions effectively. • Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.

Second Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		<ul style="list-style-type: none"> • Moves efficiently in personal and shared space. • Performs and refines movement with a focus on quality, using different speeds/pathways/levels. • Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations.
	Balance and Control	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.</p> <p style="text-align: right; color: green;">HWB 2-21a</p>	<ul style="list-style-type: none"> • Differentiates between movements of different parts of the body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. • Combines and applies static and dynamic balance with and without equipment at different speeds, directions and levels, for example, dodging and feinting. • Manipulates objects while maintaining balance to result in desired outcomes, for example, baton changeover in relay race.
	Coordination and Fluency	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p style="text-align: right; color: green;">HWB 2-22a</p>	<ul style="list-style-type: none"> • Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example, a cartwheel followed by a forward roll. • Moves with purpose and confidence, demonstrating balance, control and rhythm. • Explains what a quality movement looks like and feels like, to help modify and improve performance.
	Rhythm and Timing		<ul style="list-style-type: none"> • Creates sequences of movement using a variety of stimuli with a focus on quality. • Maintains rhythm with or without equipment, for example, pass and move, keeping possession of the ball. • Performs actions that involve a transition from one phase to another, for example, forward roll into straight jump.

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs movement skills with confidence, for example, using active footwork to move to a space to receive the netball. • Performs movement skills in sequence with confidence, for example, keeping the ball up with bat/racquet. • Demonstrates eye/hand and eye/foot co-ordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target.
Cognitive Skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a</p> <p>I practise, consolidate and refine my skills to improve my performance. HWB 2-22a</p>	<ul style="list-style-type: none"> • Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. • Recognises a range of cues and begins to prioritise those that need to be responded to first. • Plans a series of three or more actions in order to address simple movement challenges. • Recognises the importance of particular moments, or actions in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. • Makes decisions when presented with a greater variety of options and can explain why. • Takes in and makes sense of several pieces of information at the same time, from a number of different sources which contribute to successful performance. • Adapts previous plans, movement skills and strategies to generate a solution and explains why it is the most effective. • Creates and adapts movement sequences independently and with others in response to stimuli. • Demonstrates flair, originality and imagination that contributes to a quality performance.

Personal Qualities	Motivation	I practise, consolidate and refine my skills to improve my performance. HWB 2-22a	<ul style="list-style-type: none"> • Is self-motivated in movement challenges and demonstrates positive effort. • Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. • Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference. • Demonstrates understanding that we play a role in encouraging others.
	Confidence and Self-esteem	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a	<ul style="list-style-type: none"> • Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments. • Initiates and works co-operatively with others providing support and encouragement. • Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. • Celebrates, values and uses achievements as part of development and progress.
	Determination and Resilience	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.	<ul style="list-style-type: none"> • Identifies and discusses strategies around competition to cope appropriately with the outcomes. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. • Develops the ability to manage emotions to enhance performance.
	Responsibility and Leadership	HWB 2-24a	<ul style="list-style-type: none"> • Demonstrates planning and organisational skills which are conducive to learning. • Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. • Adopts a variety of roles that lead to successful outcomes. • Demonstrates understanding of the leadership role.

	<p>Respect and Tolerance</p> <p>Communication</p>		<ul style="list-style-type: none"> • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. • Enhances individual and group enjoyment of physical activity through fair play. • Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball.
<p>Physical Fitness</p>	<p>Stamina</p> <p>Speed</p>	<p>I am developing and sustaining my levels of fitness.</p> <p>HWB 2-22a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of how to sustain moderate to vigorous physical activity that provides challenge. • Demonstrates understanding of heart rate and how to measure it. • Describes how personal preference and choice can influence participation in physical activity. • Sets personal goals for sustaining moderate to vigorous physical activity that lead to improvement. • Identifies types of physical activity where stamina is key to success. • Moves at different speeds and changes direction quickly in balance and with control. • Accelerates quickly from a stationary position. • Experiments with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball. • Sets personal goals to improve speed. • Identifies physical activities where speed is key to success.

Third Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a	<ul style="list-style-type: none"> • Demonstrates an awareness of self, others and safe working consistently in the practice and performance environments. • Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels. • Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment, for example, drop shot in badminton. • Differentiates between movements of different parts of the body with control, for example, front crawl. • Performs smooth transfers of weight with and without equipment involving static and dynamic balance. • Manipulates objects with precision while maintaining balance, for example, set shot in basketball. • Performs a fluent sequence of movements with confidence. • Demonstrates efficient movement that leads to successful outcomes. • Evaluates the key elements of movement that lead to a quality performance. • Creates sequences of movement using a variety of stimuli with a focus on quality. • Creates and establishes a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket. • Performs actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide and pause.
	Balance and Control		
	Coordination and Fluency	I practise, consolidate and refine my skills to improve my performance. HWB 3-22a	
	Rhythm and Timing		

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs specialised movement skills/techniques with precision. • Transfers skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton. • Uses eye/hand and eye/foot coordination as part of skilful performance.
Cognitive Skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a</p> <p>I practise, consolidate and refine my skills to improve my performance. HWB 3-22a</p>	<ul style="list-style-type: none"> • Switches concentration from one task to another fluently by filtering out distractions. • Prioritises the order in which cues are responded to. • Plans, performs and reviews a series of actions to address movement challenges, for example, triple jump. • Recognises and acts upon the importance of ‘what’s next?’ as a key element within a sequence of actions, for example, receives a pass, feints, then passes to unmarked team-mate. • Takes responsibility for decisions under pressure that lead to improved performance. • Interprets information quickly in pressured situations. • Selects, adapts and applies the most appropriate strategy when solving familiar and unfamiliar movement challenges. • Creates movement sequences with precision, independently and with others. • Demonstrates flair, originality and imagination with increasing refinement.

Personal Qualities	Motivation	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p style="text-align: right; color: #4F812D;">HWB 3-22a</p>	<ul style="list-style-type: none"> • Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments. • Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance, for example, negotiation and review. • Maximises the factors that enable, and minimises the factors that impede participation in daily physical activity. • Shows an understanding that we play a role in encouraging others.
	Confidence and Self-esteem	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p> <p style="text-align: right; color: #4F812D;">HWB 3-23a</p>	<ul style="list-style-type: none"> • Demonstrates self-reliance and self-worth through engaging in challenging tasks. • Demonstrates the value of positive relationships while working and learning with others. • Constructs/co-constructs criteria to evaluate personal and group performance. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey.
	Determination and Resilience	<p>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</p> <p style="text-align: right; color: #4F812D;">HWB 3-24a</p>	<ul style="list-style-type: none"> • Initiates and adopts coping strategies in response to the outcomes of competition, for example, self-talk. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. • Develops the ability to manage emotions to enhance performance.
	Responsibility and Leadership		<ul style="list-style-type: none"> • Shows an increasing commitment to learning. • Plans and manages learning that satisfies personal needs and interests. • Initiates appropriate strategies to address self-control for successful and enjoyable performance. • Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success.

	<p>Respect and Tolerance</p> <p>Communication</p>		<ul style="list-style-type: none"> • Leads with confidence and respect, taking account of the views of others. Encourages others to lead where appropriate. • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Uses negotiation skills when working with others in a variety of movement challenges. • Modifies rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and etiquette. • Takes account of the views of others and responds appropriately, for example, asking and answering questions, clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore/expand upon ideas. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments, for example, role of umpire/referee.
<p>Physical Fitness</p>	<p>Stamina</p>	<p>I am developing and sustaining my levels of fitness.</p> <p>HWB 3-22a</p>	<ul style="list-style-type: none"> • Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge. • Measures heart rate, pays attention to breathing rate and ability to talk, in order to monitor body's reaction to physical activity. • Explains why some cultural and social factors influence participation in physical activity. • Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity. • Demonstrates stamina in physical activity to support successful performance.

<p>Physical Fitness</p>	<p>Speed</p> <p>Core Stability and Strength</p> <p>Flexibility</p>	<p>I am developing and sustaining my levels of fitness.</p> <p>HWB 3-22a</p>	<ul style="list-style-type: none"> • Moves at different speeds and changes direction quickly with precision. • Accelerates quickly from a stationary position in response to movement challenges, for example, moves quickly to close down opponent. • Demonstrates the use of speed (with body parts and/or equipment) with precision and control, for example, arm pull phase in front crawl. • Creates, implements and monitors personal goals to improve speed. • Demonstrates speed in physical activities for successful performance. • Demonstrates the use of balance, postural control and the links to core stability. • Demonstrates the use of force (with body parts and/or equipment) with precision and control, for example, absorbing force when tackling an opponent in rugby. • Creates, implements and monitors personal goals to improve core stability and strength. • Demonstrates core stability and strength in physical activities for successful performance. • Performs a range of effective, dynamic movements specific to physical activities. • Explains the benefits associated with flexibility to everyday life. • Creates, implements and monitors personal goals to improve flexibility. • Demonstrates flexibility in physical activities to support successful performance.
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Fourth Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a	<ul style="list-style-type: none"> • Takes calculated risks showing an awareness of self, others and safe working, for example, completing a somersault. • Adapts, transfers and improvises movement effectively. • Is internally aware when creating and adapting movement sequences in new and challenging situations. • Differentiates between movements of different parts of the body with precision, for example, pike headstand. • Performs precise transfers of weight with and without equipment involving static and dynamic balance. • Manipulates objects confidently and consistently while maintaining balance, for example, reverse pass in hockey. • Performs an efficient sequence of movements consistently and with accuracy. • Evaluates and applies the key elements of movement that lead to a quality performance. • Creates a high quality performance using a variety of stimuli, for example, combination of six basic dance actions. • Breaks and re-establishes rhythm in response to both internal and external cues, for example, short tennis drop shot to win an extended base-line rally.
	Balance and Control		
	Coordination and Fluency	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. HWB 4-22a	
	Rhythm and Timing		

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs specialised movement skills/techniques consistently with precision. • Transfers skills learned in one performance environment effectively into a different one, for example, hold streamlined position in glide phase of breaststroke/top of straight jump in trampolining. • Uses eye/hand and eye/foot coordination consistently as part of skilful performance.
Cognitive skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control.</p> <p style="text-align: right;">HWB 4-21a</p> <p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts.</p> <p style="text-align: right;">HWB 4-22a</p>	<ul style="list-style-type: none"> • Pays attention to task consistently and is able to switch from one task to another and filter out distractions. • Filters and prioritises verbal, physical and situational cues quickly to respond to movement challenges. • Selects, applies and justifies a series of actions that contribute to a successful performance. • Demonstrates and applies ‘what’s next?’ consistently as a key element of successful performance. • Makes decisions under pressure with confidence. • Interprets information quickly and accurately in pressured situations. • Selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments. • Creates movement sequences with precision and confidence. • Demonstrates independent, creative thinking when evaluating performance. • Demonstrates flair, originality, imagination with increasing refinement.

Personal Qualities	Motivation	<p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts.</p> <p style="text-align: right;">HWB 4-22a</p>	<ul style="list-style-type: none"> • Demonstrates self-direction and positive effort consistently. • Justifies and applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance. • Maximises the factors that enable, and minimises the factors that impede, participation in daily physical activity. • Demonstrates perseverance and commitment using techniques such as positive thinking and encouragement when working independently and/or with others to improve performance.
	Confidence and Self-esteem	<p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> • experience different roles and take responsibility in organising a physical event • contribute to a supportive and inclusive environment • demonstrate behaviour that contributes to fair play. <p style="text-align: right;">HWB 4-23a</p>	<ul style="list-style-type: none"> • Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate and adapt personal and group performance. • Engages in challenging tasks independently. • Brings out the 'best' in the group and allows others to reciprocate. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey.
	Determination and Resilience	<p>I can:</p> <ul style="list-style-type: none"> • observe closely, reflect, describe and analyse key aspects of my own and others' performances • make informed judgements, specific to an activity • monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <p style="text-align: right;">HWB 4-24a</p>	<ul style="list-style-type: none"> • Self-selects coping strategies in response to the outcomes of competition. • Demonstrates the effort and perseverance required to work through challenges. • Recognises own and other people's emotions that come from performing, and is aware of how they can impact both positively and negatively on performance.
	Responsibility and Leadership		<ul style="list-style-type: none"> • Takes responsibility for learning, independently and/or with others. • Demonstrates self-control for successful and enjoyable performance. • Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success.

	<p>Respect and Tolerance</p> <p>Communication</p>		<ul style="list-style-type: none"> • Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all. • Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect. • Applies negotiation skills with confidence when working with others in a variety of movement challenges. • Discusses and evaluates the influence of ethical behaviour on the outcome of movement challenges. • Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way, supporting and justifying points with evidence or detail. • Demonstrates understanding and applies a wide range of verbal and non-verbal communication skills for a successful outcome, for example, a winning performance in doubles table tennis.
<p>Physical Fitness</p>	<p>Stamina</p>	<p>I am developing and sustaining my level of performance across all aspects of fitness.</p> <p>HWB 4-22a</p>	<ul style="list-style-type: none"> • Makes informed choices and decisions for sustaining moderate to vigorous physical activity. • Investigates heart rate zones and how these zones relate to fitness and health and wellbeing. • Critically analyses local, cultural and social factors that influence participation in physical activity and suggest improvements. • Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement. • Applies aerobic/anaerobic systems to support successful performance.

