**Forres Academy – Significant Aspect of Learning Moderation Table**

The Following Document was created to provide pupils with a visual representation of the criteria to achieve the second, third and fourth level in Physical Education. Through the use of this table pupils can easily identify at what stage they are at for each Significant Aspect of Learning and create targets for improvement, this can then be entered in to the SAT PE app. The table allows pupils and teachers to have more in-depth learning conversations.

The table allows teachers to be consistent within their department when making a judgement as to which level their pupils have achieved. This provides the department with consistency and allows teachers to moderate their marking.

The information used to create this document:

Education Scotland’s – ‘*Assessing Progress and Achievement’* document which highlights the ‘*Progression Framework’* for the significant aspects of learning.

The document reflects the guidelines and procedures sighted in Moray Councils *‘Assessing Progress and Achievement in the BGE—Significant Aspects of Learning and Achieving a Level’.*

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| SAL’s | SUB SAL’s | Level 2 | Level 3 | Level 4 |
| Red(Exploring) | Amber(Attempting) | Green(Practicing) | Red(Sometimes Apparent) | Amber(Often Apparent) | Green(Consistently Apparent) | Red(Refining) | Amber(Evaluating/ Adapting) | Green (Applying) |
| Physical Competencies | **Kinaesthetic Awareness** | I am **exploring** how to move safely in my learning environment within my own space and shared space.  | I am moving in class safely and can **attempt** to perform a variety of basic skills at different speeds and levels. I know what a good performance looks like.  | I am **developing** control of my body when performing a variety of basic skills, and I can rehearse basic skills with some success.  | I **sometimes** perform a variety of basic skills at different speeds and levels. I know what a good performance looks like. | I **often** perform a variety of basic skills at different speeds and levels. I know what a good performance looks like. | I **consistently** perform a variety of basic skills at different speeds and levels. I know what a good performance looks like. | I have the internal awareness to identify if my body position requires **correction** and refine my skills. | I **adjust** my body position to correct my skills and transfer skills from different environments. | I **perform** advanced skills and I am aware of my body position in complex contexts. I take calculated risks and improvise movements to meet challenging situations |
| **Gross and Fine Motor Skills** | I am **exploring** how to use my body movement to travel through space, strike objects and be active. | I am **attempting** to use movement skills in sequence to perform skills that require a basic level of precision.  | I am **developing** my ability to coordinate my movement to execute skills that require precision and accuracy.  | I **sometimes** move with precision and coordination to perform a range of skills in a variety of contexts. | I **often** move with precision and coordination to perform a range of skills in a variety of contexts. | I **consistently** move with precision and coordination to perform a range of skills in a variety of contexts. | I **link** gross and fine motor skills together to perform more complex sequences of movement. | I **reflect** upon my performance and make adjustments to my movement skills so that they are more precise and accurate. | When I **perform** I can select advanced skills with a range of fine and gross motor skills, with increased refinement in a variety of activities. I can transfer skills learned from one environment and apply them in a new environment.  |
| **Rhythm and Timing** | I am **exploring** how to move with rhythm and timing in basic sequences both individually and in team situations. | I am **attemptin**g skills that require rhythm and timing slowly in the correct order within activities.  | I am **developing** my rhythm and timing to perform sequences of movement that require smooth transition from one skill to another. | I **sometimes** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly. | I **often** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly. | I can **consistently** perform skills with the correct rhythm and timing. I can link skills in sequence smoothly.  | I select **appropriate** skills and can perform them with the correct pace and tempo to produce movement  | I **adjust** my rhythm and timing when performing complex skills in order to produce high quality movement. | I **perform** advanced skills at the correct tempo, allowing my skills to flow. I can break and re-establish rhythm in response to challenges.  |
| **Coordination and Fluency** | I am **exploring** how to perform sequences of movement that have a clear start, middle and end.  | I am moving with purpose and **attempt** to link skills to make basic sequences of movement. | I am **developing** my understanding of what effective movement looks like and feels like so that I can improve my performance. | I **sometimes** move in a coordinated and fluent way when linking skills together. | I **often** move in a coordinated and fluent way when linking skills together. | I **consistently** move in a coordinated and fluent way when linking skills together. | I **am aware** of what effective movement looks like and can perform a range of complex skills in the correct order.  | I **adapt** skills when performing and link them together with fluency to produce high quality sequences of movement.  | I select and apply advanced skills with poise and accuracy. I am able to link skills together automatically in several different contexts under pressure. |
| **Balance and Control**  | I am **exploring** how to move different parts of my body with balance and control to help me perform a range of movements and skills.  | I am **attempting** to combine and apply static and dynamic balances at different speeds, direction and levels.  | I am **developing** my ability to perform a variety of static and dynamic balances within a range of different activities. | I **sometimes** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **often** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **consistently** demonstrate control when moving my body. I can maintain my balance whilst performing complex skills. | I **refine** my ability to move with balance and control when linking skills under pressure. | I chooseappropriate movements and **adapt** my body position quickly while performing under pressure. | I perform advanced skills at speed maintaining my balance and control whilst transferring my weight in a range of activities which positively impacts my **performance**. |
| Physical Fitness | **Core Stability and strength** | I am **exploring** a range of sports where core stability is the key to success and I can demonstrate postural control in some of my actions. | I am **attempting** to explain and demonstrate how to make a balance more stable in a variety of scenarios whilst static or travelling at speed | I am **developing** my ability to show postural control and strength when performing a variety of movements with accuracy. I can set targets in order to improve my core stability and strength. | I **sometimes** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I **often** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I **consistently** demonstrate core stability and strength in a range of physical contexts and I can create and monitor my goals to show improvement. | I am **refining** my skills that incorporate speed and force to demonstrate control and precision in a variety of unfamiliar contexts. | I **justify** when to apply my Core stability and strength to demonstrate control in a variety of unfamiliar contexts. | I consistently **apply** core stability and strength to aid precision of movement in a sequence of complex skills within a range of activities. |
| **Flexibility** | I am **exploring** sports where flexibility is key to success. | I am **attempting** to understand how flexibility is important for everyday life and can set goals to improve my flexibility.  | I am **developing** a range of basic dynamic skills that require moderate flexibility. | I can **sometimes** explain and demonstrate flexibility in a range of physical activities and set goals to improve. | I can **often** explain and demonstrate flexibility in a range of physical activities and set goals to improve. | I can **consistently** explain and demonstrate flexibility in a range of physical activities and set goals to improve. | I am **refining** advanced skills that require extended levels of flexibility  | I **evaluate and** **adjust** my body position when performing a variety of skills to support successful performance.  | I **perform** a wide range of dynamic movements with precision. I can justify my personal goals to improve flexibility.  |
| **Stamina**  | I am **exploring** sports where stamina is the key to success. I can set goals to improve my stamina  | I am **attempting** to sustain moderate to vigorous activity and can measure my heart rate. | I am **developing** the ability to describe how personal preference and choice can influence participation.  | I **sometimes** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | I **often** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging.  | I **consistently** take responsibility for creating personal goals to improve my stamina and sustaining moderate to vigorous activity which is challenging. | I am **refining** my ability to work hard for the full duration of the activity and make informed choices to help me achieve this.  | I **evaluate** my training to include aerobic and anaerobic systems to support successful performance.  | I apply knowledge to justify my training programme. I can investigate heart rate training zones and how these can relate to my performance.  |
| **Speed** | I am **exploring** to accelerate quickly from stationary and change speed whilst staying in control. | I am **attempting** activities where speed is essential for success and set goals for improving speed.  | I am **developing** control of speed using my body and equipment  | I **sometimes** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance.  | I **often** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance. | I **consistently** accelerate quickly from stationary and I can change speed quickly and with precision in a variety of activities for successful performance. | Ican **vary** my speed when performing complex movement skills in a range of activities and justify the selection of personal goals to improve speed.  | I can **evaluate** the use of speed and force for successful performance.  | I **perform** complex skills in sequence at the correct speed in a range of contexts. I change speed quickly in response to changing situations and I consistently accelerate from standing.  |
| Personal Qualities | **Communication** | I am **exploring** the different ways of communicating when participating in activities. | I am **attempting** to communicate verbally and non-verbally with whilst participating in different contexts. | I am **developing** my ability to take in to account the views of others and communicating my views appropriately. | I **sometimes** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **often** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **consistently** use both verbal and non-verbal communication confidently in practice and competitive environments. | I **vary** the way I communicate verbally and non-verbally with others so that I can collect opinions and form strategies. | I take account of the views of others and use these to clarify or **adapt** my thinking. | I consistently apply a variety of verbal and non –verbal communication to allow me to **perform** well. I engage respectfully and contribute to class and group ideas and can justify my point of view.  |
| **Respect and****Tolerance** | I am **exploring** how to play fairly in practice and competition to ensure I enhance the enjoyment of the game for my class.  | I am **attempting** to contribute to positive class ethos by showing respect to my classmates and their thoughts and ideas. | I am **developing** my ability to be open to ideas and opinions that are not my own. I am learning tonegotiate when faced with challenges. | I **sometimes** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I **often** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I **consistently** negotiate through discussions and contribute to a positive class ethos, demonstrating respect and sportsmanship | I am **refining** my ability to independently and confidently use my negotiation skills when working with others in a variety of situations. | I can **accommodate** a variety of abilities and needs and try to create an inclusive ethos. I foster mutual respect in during practice and tolerate different levels of performance among my peer group. | I **demonstrate** awareness and respect for fellow pupils. I work well with all of my class mates and take in to account their strengths and weaknesses. I make compromises for different ability levels and tolerate the fact that learners have varying needs.  |
| **Responsibility and Leadership** | I am **exploring** how to plan and set targets to help me learn.  | I **attempt** to take responsibility for my learning and take small leadership roles within my class  | I am **developing** my leadership skills more frequently in class | I **sometimes** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I **often** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I **consistently** lead with confidence; I can identify individual/group strengths and assign my peers different roles when performing. | I have the **awarenes**s of how to organise others around me and delegate roles based upon their strengths and needs. I actively volunteer to take on leadership tasks.  | I can plan, lead and **evaluate** tasks that involve me taking responsibility for my peer group and I am learning to **make changes** after receiving feedback.  | I take **responsibility** for my learning and reflecton progress to improve myleadership. I am confident when initiating and organising a task and assigning team mate’s roles and responsibilities. |
| **Confidence and Self Esteem** | I am **exploring** what it feels like to work hard and achieve success in my PE lessons. | I **attempt** to work with others to self-assess and peer assess performances whilst providing/receiving support and encouragement. | I am **developing** my ability to recognise achievements that I have made in PE and can draw confidence from them.  | I **sometimes** feel confident in working towards achieving my goals. I am **sometimes** able to enjoy my success with my peers and recognise when I am doing well. | I **often** feel confident in working towards achieving my learning goals. I am **often** able to enjoy my success with my peers and recognise when I am doing well. | I **consistently** feel confident in working towards achieving my goals. I am **consistently** able to enjoy my success with my peers and recognise when I am doing well.  | I am **building** **upon** my confidence to work independently in challenging tasks and can recognise my achievements  | I self and peer assess to provide constructive feedback and **evaluate** my own and others performances based on set criteria  | I am **applying** my confidence to bring out the best in others and receive feedback from them to bring out the best in me.  |
| **Determination** **and Resilience** | I am **exploring** my current level of determination and resilience. I recognise that effort is required to overcome challenge.  | I am **attempting** to understand and demonstrate the link between effort and achievement. I appreciate that challenges may require more than one **attempt** before I succeed. | I am **developing** my ability to manage my emotions in PE and I can identify strategies to cope with competition.  | I **sometimes** achieve success in PE through hard work and repeated practice. I **sometimes** cope well with challenge and I can learn from my mistakes. | I **often** achieve success in PE through hard work and repeated practice. I **often** cope well with challenge and I can learn from my mistakes. | I **consistently**  achieve success in PE through hard work and repeated practice. I **consistently** cope well with challenge and I can learn from my mistakes. | I am **aware** of my potential and work to the best of my ability. I recognise when my emotions negatively affect my performance and can increase my determination to achieve my goals.  | I **evaluate** and **adapt** my effort levels during my performance. I can maintain high levels of determination and adopt coping strategies to help me persevere during tasks. | I work to the best of my ability and overcome barriers to my learning; I push negative thoughts from my mind and remain focused on the task. I **actively** embrace challenge and feel ambitious. |
| **Motivation**  | I am **exploring** how to self-motivate and apply myself in class. | I **attempt** to set goals and develop my performance.  | I am **developing** my knowledge of how physical activity is affected by motivation.  | I **sometimes** motivate myself and try to maintain a positive mind set during lessons.  | I **often** motivate myself and try to maintain a positive mind set during lessons. | I **consistently** motivate myself and try to maintain a positive mind set during lessons. | I am **improving** my ability to self-motivate by creating goals to improve performance.  | I **evaluate** how my motivation affects my performance and I can use feedback to adjust my goals.  | I demonstrate self-direction and positive effort towards PE. I set goals for my learning. I **demonstrate** perseverance and commitment to ensure I perform consistently well. |
| Cognitive Skills | **Focus and Concentration** | I am **discovering** what leads to distraction in class and try to stay focused.  | I am **attempting** to filter out distractions when performing in class. | I am **developing** my ability to remain focused allowing me to perform with some success. | I **sometimes** remain disciplined during tasks and filter out distractions.  | I **often** remain disciplined during tasks and filter out distractions. | I **consistently** remain disciplined during tasks and filter out distractions. | I am **aware** of when my focus is good in a performance and when it is slipping. I can sustain good levels of concentration when working. | I am **increasing** my focus and concentration levels to cope with the demands of the activity and limit distractions that impact my performance. | When **performing** I consistently pay attention during tasks and I am able to switch from one task to another fluently and filter out distractions. |
| **Sequential Thinking**  | I am **exploring** howto link basic movements in a set order. | I am **attempting** to plan a couple of steps ahead and link movements together in a set order. | I am **developing** the ability to plan 3 or more actions in order to meet my performance goals. | I **sometimes** plan, perform and review sequences of movement to develop my performance. | I **often** plan, perform and review sequences of movement to develop my performance. | I **consistently** plan, perform and review sequences of movement to develop my performance.  | I am **refining** my ability to select a series of actions that lead to a successful performance | I independently **review** how a series of actions affected my performance and make adaptations to allow me to react better when faced with the same situation again | I confidently **apply** a series of actions that lead to a successful performance. I can formulate ideas and solutions quickly in my performance that lead to success.  |
| **Decision Making** | I am **exploring** my ability to make basic decisions when given a set of options. | I am **attempting** to make simple decisions for myself whilst performing.  | I am **developing** my decision making skills and can explain why that decision was appropriate. | I **sometimes** make good decisions that help to improve my performance. | I **often** make good decisions that help to improve my performance. | I **consistently** make good decisions that help to improve my performance. | I am able to **process** information more quickly allowing me to make good decisions under pressure. | I **evaluate** my decisions and can make adaptations during my performance.  | I make informed decisions independently under pressure and make adaptations to my **performance**.  |
| **Cue Recognition**  | I am **exploring** a range of basic cues and triggers in a variety of activities. | I am **attempting** how to respond appropriately to a cue or trigger. | I am **developing** my ability to recognise triggers that will help to improve my performance.  | I **sometimes** prioritise the order in which verbal and visual cues are responded to. | I **often** prioritise the order in which verbal and visual cues are responded to. | I **consistently** prioritise the order in which verbal and visual cues are responded to. | I am **refining** my ability to respond to cues and triggers under pressure.  | I **evaluate** which cues I respond to first under pressure and I demonstrate logical thinking when performing. | I quickly filter and prioritise verbal, physical and situational cues to respond to challenges. I can **apply** conditioned responses with success. |
|  | **Prioritising**  | I am **exploring** how to rank information in order of importance.  | I am **attempting** to gather information and decide what is important.  | I am **developing** my ability to draw on prior knowledge and plan how to complete tasks effectively.  | I **sometimes** demonstrate an appreciation of how my actions affect what is going to happen next when performing. | I **often** demonstrate an appreciation of how my actions affect what is going to happen next when performing. | I **consistently** demonstrate an appreciation of how my actions affect what is going to happen next when performing. | I am **refining** my ability to plan several steps ahead in my performance and can prioritise information quickly | I **evaluate** how well I respond to changing situations. I look back on my performance and can prioritise any changes that need to be made  | I consistently predict and plan for challenges in my **performance.** I know what is likely to happen and I can draw on pervious knowledge to overcome that challenge with confidence. |
|  | **Multi-Processing**  | I am **exploring** how to react to different pieces of information at once.  | I am **attempting** to make sense of many pieces of information at once.  | I am **developing** my ability to make sense of many pieces of information from a range of stimuli.  | I **sometimes** interpret information quickly and accurately leading to a successful performance. | I **often** interpret information quickly and accurately leading to a successful performance. | I **consistently** interpret information quickly and accurately leading to a successful performance.  | I am **refining** my ability to interpret information quickly from multiple sources in pressured situations.  | I **evaluate** how quickly I can interpret information to enable me to perform successfully. | I consistently interpret information quickly and accurately from pressured situations that lead to successful outcomes in practice and **performance** environments |
|  | **Creativity** | I am **exploring** how to create movements on my own.  | I am **attempting** to create basic sequences of movement on my own or in groups with some success. | I am **developing** my ability to work with partners to create and adapt movements.  | I **sometimes** create sequences of movement that have flair and originality. | I **often** create sequences of movement that have flair and originality. | I **consistently** create sequences of movement that have flair and originality.  | I **link** skills effectively in new ways to be creative in my performance. | I creatively **adapt** my skills to solve problems and enhance my performance. | I **demonstrate** creativity to enhance my performance and solve problems in a variety of activities. |
|  | **Problem Solving** | I am **exploring** how to use a range of information to solve basic problems. | I am **attempting** to make plans from the information I have gathered and solve problems. | I am **developing** the ability to choose a strategy and explain why it is the most effective of solving a problem. | I **sometimes** select and apply the most appropriate strategy when solving problems during practice and competition.  | I **often** select and apply the most appropriate strategy when solving problems during practice and competition.  | I **consistently** select and apply the most appropriate strategy when solving problems during practice and competition.  | I am **refining** my ability to solve problems quickly in practice and competitions. | I **evaluate** how effective my strategies for solving problems are and can adapt my method of solving problems leading to an improved performance  | I consistently select, adapt and **apply** the most appropriate strategy when solving problems and can justify why these decisions were made. |