**Football Assessment for Learning Matrix**

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| **WHAT** is being assessed? | **HOW** will it look at each stage of development? |
| **Bronze** | **Silver** | **Gold** | **Platinum** |
| **DOING**DribblingShort PassLong Pass ControlShootingAttackingDefending  | **I can attempt to move with the ball but may lack control, balance and speed.****I can push pass at a shorter distance, under no pressure, I have ineffective control and first touch.****I can push pass at a longer distance, under no pressure, I have ineffective control and first touch.****I demonstrate control which is dominated by the inside of my foot. I demonstrate control in isolation.** **I have ineffective power and accuracy when shooting.** **I am drawn towards the ball, not necessarily aware of space/moving forward.****As a defender, I attempt to block** | **I have a competent level of speed and control, using both feet. I can also turn effectively and have special awareness.****I can perform a short pass with the correct part of the foot. I can receive the ball with a good first touch with feet. I can receive/pass under some pressure (3v1) progress to 3v3.** **I can perform a long pass with the correct part of the foot. I can receive the ball with a good first touch with feet. I can receive/pass under some pressure (3v1) progress to 3v3.** **I am able to exercise control with either foot, and judge the pace and direction of an oncoming ball.** **I have a basic level of power and accuracy when shooting on the move.****I can pass into space and attempt to make progress down the pitch.****I attempt to accelerate away from my defender.** **I pass into space/to a free player (increased awareness).****When defending, I attempt to delay and deny** **I am not always aware of progressing forward** | **I can demonstrate movement with speed, I keep the ball close to my body, keep my head up and show control and fluency.** **I can perform a short pass with both feet, with a very good level of technical precision, control and accuracy.** **I can perform a short pass with both feet, with a very good level of technical precision, control and accuracy.** Able to demonstrate lofted pass**I am able to receive the ball with cushion control using a range of body parts.** **I am able to use all body parts, and apply frequently in pressured competitive situations** **I have a good level of technical precision, accuracy and fluency when shooting with inside and outside the box.** **I am able to use inventive touches in order to advance attack i.e. turning away from defender****I have the ability to switch between attack and defence skills according to play.** **I demonstrate consistent accuracy and fluency and expertise in performance.****I am able to regain and retain possession from block tackle, delay and deny and advance attack including support play** | **I can show a high level of balance and ball control when dribbling past an opponent. Able to ‘wrong foot’ opponent using feint to go in one****direction and move off in other****I can demonstrate an outstanding level of technical precision when performing skills and techniques such as short passing** **I can demonstrate an outstanding level of technical precision when performing skills and techniques such as long passes.****I make very few unforced errors in a game situation and have a major influence in the game.****I control the ball effectively with all parts of the body. Creates space as ball is controlled.****I can demonstrate an outstanding level of technical precision when shooting first time** |
| **THINKING**What makes a performance effective and how to apply these principles to their own and others’ workRules and regulationsDecision Making | Identify differences in their own and others’ performanceCan identify positions and basic rules but does not demonstrate understanding in game situationDrawn towards the ball, not necessarily aware of space/moving forward. Unaware of tactics in a game | Explain strengths and limitations of their own and others’ performance and suggest practices that aim to improve performanceAwareness of positions, knows few rules but does not always adhere to it in game situation. Inconsistent use of tactics in response to oppositions actions | Analyse performance compared to previous ones suggesting how to vary tactics, set pieces and use of different player’s strengths in order to outwit the opposing team. Secure understanding of rules incl. free kicks, throw ins and corners.Excellent timing and demonstration of movement, breaking down the attack by intercepting the pass and deciding who, when, where to pass to | Consistent communication during the full sided game with effective impact, with few, if any, misjudgements.Responds effectively to environmental conditions.Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.Adapts effectively and consistently to changes in acompetitive situation to dominate opponents. |
| **BEHAVIOUR**Attitude for learningOfficiating and leadershipInter and intra personal skillsHealthy active lifestyles | Attendance and kit are inconsistent; unwilling to be involved in all aspects of the lesson especially when they have not kit; need encouragement throughout the lesson to remain on task.Understand the benefits of warming up and cooling down | On task throughout the lesson; always attends with kit; uses initiative; offers to help and seeks responsibility; leads warm-ups and cool downs.Can identify components of health related and skill related fitness applicable to football | Attends extra-curricular football club and represents the school. A role model to younger students, leads groups at football club, officiates matches and has committed involvement in inter and intra school football | Club player, competes at regional levelActively develops personal fitness for footballA role model to younger students, leads groups at football club, officiates matches and has committed involvement in inter and intra school football |

**Method of Assessment**

- Students need to be involved with the assessment process through AfL

- Therefore the matrix needs to be shared with the class

- Language to be learned must include terminology stated within the matrix and core task including key terms and phrases for assessment

- All students must know what they are being assessed on, ’Doing, Thinking and Behaviour.’

**Baseline Assessment**

- All Y7 students will participate in a baseline assessment based on the core task. The assessment criteria is highlighted in colour.

- Baseline assessment is based entirely on ‘Doing,’ to ensure students are grouped based on practical performance

**Evidence of Assessment**

Evidence does not have to be of one specific format. It can be from a variety of sources, the following list is not exhaustive;

- Video footage

- Students self assess using matrix

- Sample student voice questionnaire

- SIMs data entry