Qualification Accredited





PHYSICAL EDUCATION

H155/H555 For first teaching in 2016

Version 1



OCR AS and GCE coaching assessment grid

Please turn over to see the coaching assessment criteria.

Candidates should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the candidate awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a candidate shows:

- Range and quality all of the core and advanced skills for coaching = top end of Level 6
- Planning and organisation Planning and organisation is excellent, awareness of health and safety is very good = high level 4
- Delivery excellent understanding and awareness with high quality demonstrations = top of level 5
- Technical knowledge excellent knowledge of technical models, slightly weaker on their explanation of these though = lower end of level 5
- Evaluation Awareness of their own strengths and weaknesses is good and their ability to adapt as the session progresses is made with some success = top end of level 4
- Coaching plan -The pan is both detailed and comprehensive and fully supports everything = Top of level 6
- Best fit = on average high Level 5

The following two pages are one grid, to be marked out of 30 overall.

Centres may like to use a form of tick sheet based on the LOR like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the band:

	Range and quality	Planning and organisation	Delivery	Technical knowledge	Evaluation and reflection	Coaching plan	Best fit
Level 6	✓					✓	
Level 5			✓	✓			✓
Level 4		✓			✓		
Level 3							
Level 2							
Level 1							
Level 0							





OCR AS and GCE coaching assessment grid



Level	Range and quality	Planning and organisation	Delivery	Technical Knowledge	Evaluation and reflection	Coaching plan	Level
6 (27–30 marks)	 the learner demonstrates all core skills and most advanced skills for coaching core skills are performed very consistently with an outstanding standard of accuracy, control and fluency the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency 	the planning and organisation of individual coaching sessions and the overall coaching plan are outstanding, taking full consideration of all the key requirements for the sessions there are clear short and long term objectives which are very appropriate for the participants being coached the learner demonstrates outstanding awareness of health and safety and child protection issues and includes comprehensive risk assessments	 The learner(s'): demonstrates an outstanding understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches. demonstrates excellent awareness of the rules/regulations of the activity during sessions demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is outstanding verbal instructions are accurate and clear to understand; demonstrations are of very high quality and aid participants' understanding detailed guidance and feedback is provided to participants 	The learner: demonstrates outstanding knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these The learner demonstrates outstanding ability to demonstrate/explain relevant technical models for the activity being coached	 The learner(s') demonstrates excellent awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards demonstrates outstanding ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions evaluation and reflection on their own coaching performance is thoughtful and shows a very well developed appreciation of the activity 	a detailed and comprehensive plan which fully supports this level of attainment is present	6 (27–30 marks)
5 (22–26 marks)	 the learner demonstrates all core skills and most advanced skills for coaching core skills are performed very consistently with an excellent standard of accuracy, control and fluency the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency 	the planning and organisation of individual coaching sessions and the overall coaching plan are excellent, taking consideration of all the key requirements for the sessions there are clear short and long term objectives which are very appropriate for the participants being coached the learner demonstrates excellent awareness of health and safety and child protection issues and includes detailed risk assessments	 The learner(s'): demonstrates an excellent understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches demonstrates excellent awareness of the rules/regulations of the activity during sessions demonstrates excellent awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is excellent verbal instructions are accurate and clear to understand demonstrations are of high quality and aid participants' understanding detailed guidance and feedback is provided to participants 	The learner: demonstrates excellent knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these. demonstrates excellent ability to demonstrate/ explain relevant technical models for the activity being coached	 The learner(s') demonstrates very good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards demonstrates excellent ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions The learners' evaluation and reflection on their own coaching performance is thoughtful and shows a well-developed appreciation of the activity 	a detailed and comprehensive plan which supports this level of attainment is present	5 (22-26 marks)
4 (16–21 marks)	 the learner demonstrates all core skills and many advanced skills for coaching core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency 	the planning and organisation of individual coaching sessions and the overall coaching plan are very good, taking consideration of many key requirements for the sessions there are clear short and long term objectives which are appropriate for the participants being coached the learner demonstrates very good awareness of health and safety and child protection issues and includes appropriate risk assessments	 The learner(s'): demonstrates a very good understanding of how to coach the activity through their application of a variety of appropriate strategies and approaches demonstrates very good awareness of the rules/regulations of the activity during sessions demonstrates very good awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is very good verbal instructions are accurate and clear to understand demonstrations are of good quality guidance and feedback is provided to participants 	The learner: demonstrates very good knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these demonstrates good ability to demonstrate/explain relevant technical models for the activity being coached	 The learner(s') demonstrates good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards. demonstrates very good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions. Some successful adaptations are made during delivery. evaluation and reflection on their own coaching performance shows a good appreciation of the activity 	a detailed plan which supports this level of attainment is present	4 (16–21 marks)

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Level	Range and quality	Planning and organisation	Delivery	Technical Knowledge	Evaluation and reflection	Coaching plan	Level
3 (10–15 marks)	 the learner demonstrates most core skills and some advanced skills for coaching core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency 	 the planning and organisation of individual coaching sessions and the overall coaching plan are good, taking consideration of some key requirements for the sessions there are short and long term objectives which are mostly appropriate for the participants being coached the learner demonstrates good awareness of health and safety and child protection issues and includes appropriate risk assessments 	 The learner(s'): demonstrates a good understanding of how to coach the activity through their application of appropriate strategies and approaches demonstrates good awareness of the rules/regulations of the activity during sessions demonstrates some awareness of and response to the strengths, weaknesses and actions of the participants during the session communication with participants is good. verbal instructions are mostly accurate demonstrations are of good quality some guidance and feedback is provided to participants 	The learner: demonstrates good knowledge of the correct technical models for the skills and analytical phases of the activity and some knowledge of progressive practices to develop these demonstrates some ability to demonstrate/explain relevant technical models for the activity being coached	 The learner(s') demonstrates some awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards demonstrates good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions evaluation and reflection on their own coaching performance shows a good appreciation of the activity 	a detailed plan which supports this level of attainment in some aspects is present	3 (10–15 marks)
2 (5–9 marks)	 the learner demonstrates many core skills and few advanced skills for coaching core skills are performed with limited consistency and some standard of accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	 the planning and organisation of individual coaching sessions and the overall coaching plan are adequate, showing some consideration of key requirements for the sessions there are limited short and long term objectives the learner demonstrates some awareness of health and safety and child protection issues and risk assessments 	 The learner(s'): demonstrates some understanding of how to coach the activity demonstrates some awareness of the rules/regulations of the activity during sessions demonstrates limited awareness of the strengths, weaknesses and actions of the participants during the sessions communication with participants is limited verbal instructions lack clarity demonstrations are basic minimal guidance and feedback is provided to participants 	The learner: demonstrates some knowledge of the correct technical models for the skills and analytical phases of the activity and limited knowledge of progressive practices to develop these demonstrates limited ability to demonstrate/explain relevant technical models for the activity being coached	of their own strengths and weaknesses in delivering the sessions after delivery demonstrates limited ability to	a plan containing some information to support this level of attainment is present	2 (5–9 marks)
1 (1–4 marks)	 the learner demonstrates some core skills for coaching few, if any of the advanced skills for the activity are attempted core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	 the planning and organisation of individual coaching sessions and the overall coaching plan are limited, showing little consideration of key requirements for the sessions there are limited short and long term objective the learner demonstrates little awareness of health and safety and child protection issues and risk assessments 	 The learner(s'): demonstrates limited understanding of how to coach the activity demonstrates little awareness of the rules/regulations of the activity during sessions demonstrates little awareness of the strengths, weaknesses and actions of the participants during the sessions communication with participants is limited verbal instructions lack clarity there are few, if any demonstrations; guidance and feedback is rarely provided to participants 	The learner: demonstrates limited knowledge of the correct technical models for the skills and analytical phases of the activity or of how to develop these	The learner(s') demonstrates little awareness of their own strengths and weaknesses in delivering the sessions after delivery evaluation and reflection on their own coaching performance shows little appreciation of the activity	a plan containing limited information to support this level of attainment is present	1 (1–4 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0