SuperStars
Developing Bright Futures

CLASS SUMMARY

LESSON 1 ASSESSMENT

Escape the defenders | How can I carry the ball into space?

School: _____ Class: _____ Date: _____

Teacher / coach: _____

Tick one per skill: most, some or few pupils demonstrated it independently, or not observed. These describe this lesson, not fixed ability groups.

Learning focus	Most	Some	Few	Not seen
Carries securely in two hands.	☐	☐	☐	☐
Looks up and chooses clear space.	☐	☐	☐	☐
Changes direction or speed safely to evade.	☐	☐	☐	☐
Places the ball down under control to score.	☐	☐	☐	☐

Class progress or a misconception noticed

Additional support

Further challenge

Next teaching step / pupils to observe next time

Adaptations used or needed: _____

Use agreed adaptations. Not observed does not mean unable. Completed by: _____

LESSON 2 ASSESSMENT

Pass, move and support | How can my teammate and I keep the ball moving?

School: _____ Class: _____ Date: _____

Teacher / coach: _____

Tick one per skill: most, some or few pupils demonstrated it independently, or not observed. These describe this lesson, not fixed ability groups.

Learning focus	Most	Some	Few	Not seen
Shows ready hands and receives a short pass with control.	☐	☐	☐	☐
Gives a catchable two-handed pass; sideways/backwards in games.	☐	☐	☐	☐
Moves into a new support position after passing.	☐	☐	☐	☐
Stays wide and behind the carrier, ready to receive.	☐	☐	☐	☐

Class progress or a misconception noticed

Additional support

Further challenge

Next teaching step / pupils to observe next time

Adaptations used or needed: _____

Use agreed adaptations. Not observed does not mean unable. Completed by: _____

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LESSON 3 ASSESSMENT

Create the try | When should I run, pass or support?

School: _____ Class: _____ Date: _____

Teacher / coach: _____

Tick one per skill: most, some or few pupils demonstrated it independently, or not observed. These describe this lesson, not fixed ability groups.

Learning focus	Most	Some	Few	Not seen
Chooses to carry into space or pass when a teammate has a better route.	☐	☐	☐	☐
Supports wide and behind, adjusting as the defender moves.	☐	☐	☐	☐
Defends safely and stays onside using the agreed game rules.	☐	☐	☐	☐
Demonstrates a learned skill and explains a choice or improvement.	☐	☐	☐	☐

Class progress or a misconception noticed

Additional support

Further challenge

Next teaching step / pupils to observe next time

Adaptations used or needed: _____

Use agreed adaptations. Not observed does not mean unable. Completed by: _____

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CLASS SUMMARY

LESSON 4 ASSESSMENT

Play, compete and show respect | How can we use skills under pressure and respond to results?

School: _____ Class: _____ Date: _____

Teacher / coach: _____

Tick one per skill: most, some or few pupils demonstrated it independently, or not observed. These describe this lesson, not fixed ability groups.

Learning focus	Most	Some	Few	Not seen
Uses a purposeful run or pass decision in a longer game.	☐	☐	☐	☐
Supports wide and behind; defends safely and stays onside.	☐	☐	☐	☐
Helps follow agreed rules, calls and fair restarts.	☐	☐	☐	☐
Encourages others and responds respectfully to results or disputed calls.	☐	☐	☐	☐

Class progress or a misconception noticed

Additional support

Further challenge

Next teaching step / pupils to observe next time

Adaptations used or needed: _____

Use agreed adaptations. Not observed does not mean unable. Completed by: _____