

Policy for Gifted and Talented Students in Physical Education

Rationale

Nettlesworth Primary is committed to the principle of developing the best possible learning opportunities for all of its students. The Physical Education curriculum offers work that extends our students with activities that enrich and promote high achievement and good progress. Specific tasks are set at a higher level than that of their peers and use a wider range of contexts and resources for learning. These students will be encouraged to move through their learning at a faster rate than their peers. The Physical Education Department will work co-operatively with external partners to cater for those students who have a high level of demand made upon their time as a result of their involvement in high level sporting activities outside of school.

Aims

- To identify the needs of the individual student and provide a challenging, stimulating and innovative learning environment within and beyond the PE curriculum.
- To provide a supportive working environment which is low in stress and high in challenge.
- To encourage and develop quality and excellence using appropriately set targets which realise potential.
- To encourage students to take responsibility for their education, becoming confident and independent learners.
- To provide an environment in which students experience success, which in turn is recognised and celebrated.
- To provide students with opportunities for accreditation through examination PE and Leadership awards.
- To help students develop their personal qualities which will enable them to maximise their sporting potential and be transferable to other areas of their education.
- To provide appropriate enrichment activities that develop their experience of the world.
- To provide students with exit routes to further development of their sporting talents.
- To encourage a partnership between students, school, parents and other relevant agencies.

Definition of 'Gifted and Talented'

In order to aid with the identification of 'Gifted and Talented' students it is important that we have a clear vision of the characteristics we are likely to observe:

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.

- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

Identification

With a clear vision of the definition of a 'Gifted and Talented' performer we must now ensure that all possible opportunities for successful identification take place. A 'Talented Register' is collated by all interested parties and is shared with the school's Gifted and Talented co-ordinator who includes it in all whole school documentation. Identification of this group will take place using a combination of the following sources of information:

- Data stored on the Assessment Manager area of SIMS.
- Documentation and notes recorded on lesson records and registers.
- Discussion between colleagues at departmental meetings and other focussed times.
- Evidence from the School Sports Report and notification from parents at school consultation days.
- Notification from District, County, Regional and National sporting organisations.
- Notification from the community sports network, professional clubs and National Governing Bodies.
- Discussions with the SSCo and PDM relating to the SSP.

Provision

In order to address the needs of 'Gifted and Talented' students it is essential that we consider the provision we offer under a number of titles:

Curriculum Planning

- The curriculum planned will offer as much breadth and diversity as resources will allow and will be reviewed on an annual basis.
- Units of Work within the overall departmental Scheme of Work are fluid and allow students to access accelerated opportunities. For example, students in Years ~~9~~ may access the QCA Advanced units.
- Students are able to miss stages when evidence demonstrates their performance substantially exceeds that of their peers.
- All Units of Work and Lesson Planning include challenging extension activities.
- Time is planned within each Unit of Work to allow for focussed target setting based on potential attainment against National Curriculum Levels of Attainment.
- All registers are updated with information from the 'Talented Register' indicating the specific abilities of those students to allow for further sub-division of groups for relevant task setting e.g. physical, cognitive, creative groups.

- Consultation with external agencies will take place to ensure that curriculum alterations can be made when necessary to allow for the demands of training or competition.
- Curriculum planning is conducted in conjunction with the whole school Gifted and Talented Co-ordinator to allow involvement in more generic strategies for developing the students.

Teaching Strategies

- Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome.
- Teaching styles are varied and reflect the specific abilities of the student.
- The learning style that best suits the student is investigated and teaching is adapted to suit this.
- A more diverse range of learning resources will be used to engage and develop the student (Kandle).
- Lessons provide opportunities for students to find creative solutions to challenges, take risks and cope with failure.
- Teaching staff encourage independent work.
- Students are encouraged to refine their work by reviewing and evaluating.
- Open questioning is used to stimulate an increased depth of understanding.
- Staff discuss with students what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for students to work together in a range of learning situations.
- Extension work is provided that is exciting and challenging.
- Homework tasks are set with a variety of levels of challenge.

Assessment Strategies

- Assessment of all activities is conducted against the four strands of the National Curriculum in order to recognise all abilities.
- Students have a clear understanding of the assessment criteria used.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.
- Self and peer assessment by students is encouraged and feeds into judgements made by staff.

Enrichment Opportunities

- The extra-curricular programme of the school provides extended opportunities for students to develop their abilities through coaching and competitive situations.
- Students are informed of all opportunities through their form notice boards, the PE department displays and the school newsletter.
- In appropriate situations students are encouraged to participate in activities with students who are older than themselves.
- An expansive programme of competitive fixtures is provided in a wide range of sports.

- Students are encouraged to participate in District and County development and selection programmes.
- Regular festivals and tournaments for talented students are hosted at the school through the school sports partnership.
- Students with Sports Leaders Level 1 and 2 are involved with organising and leading extracurricular activities and area tournaments.
- Information is provided for students regarding all local sporting organisations and exit routes for their chosen activity.

Mentoring

- All students on the Talented register are allocated a mentor with whom regular meetings are organised.
- The strengths of the mentor are matched to those of the students.
- Mentors provide guidance regarding the students' lifestyle balance and liaise with parents and NGBs to ensure interests are not compromised.
- Students are encouraged to use their experience of this process and mentor younger students who may or may not be on the Talented Register.

Professional Development

In order to ensure the success of strategies for identifying and providing for talented students, staff are engaged in the following professional development processes:

- Deployment of a designated Gifted and Talented co-ordinator for Physical Education.
- Annual evaluation of policy and the success of its implementation.
- Annual review of schemes and units of work.
- Regular discussion regarding talented students at departmental meetings.
- Sharing of teaching strategies for talented students in PE.
- Advice on how to mentor a talented student.
- Peer lesson visits to share good practice.
- Standardisation of assessment and identification criteria.

MULTI-ABILITY PUPIL PROFILE

Pupil's name	School
Comments	
5=Excellent, 4=Very good, 3=Good, 2=Satisfactory, 1=Poor	

CREATIVE	
Consolidates and develops skills in a creative, inventive and innovative way	
Responds to a stimulus in an innovative way	
Offers a range of productive and viable solutions to a problem	
Shows confidence with experimenting with acquired skills and ideas through application (e.g. within a gymnastic sequence, dance composition or game)	
TOTAL	

PHYSICAL	
Explores and develops skills demonstrating control, fluency and quality in a range of activities	
Demonstrates a range of skills in different compositional and tactical situations	
Demonstrates good peripheral vision and uses this in a range of situations across activities	
Shows precision when executing movement skills with high levels of co-ordination and balance	
TOTAL	

SOCIAL	
Demonstrates the ability to take the lead when working with others	
Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas	
Demonstrates the ability to make good decisions when working collaboratively	
Enables and empowers other pupils in participating effectively in activities	
TOTAL	

COGNITIVE	
Demonstrates the ability to transfer skills effectively across a range of activities	
Demonstrates the ability to plan and utilise a range of strategies in a number of activities	
Identifies strengths and weaknesses, offering suggestions for improvement, across a range of performances	
Uses a broad analysis vocabulary when describing performances	
TOTAL	

PERSONAL	
Demonstrates the ability to maintain focus on task in a variety of situations	
Demonstrates the ability to plan goals and set realistic targets	
Highly motivated to achieve team and individual success	
Perseveres in challenging situations and explores options to overcome difficulties	
TOTAL	