

PE DEPARTMENT GIFTED AND TALENTED POLICY

Rationale

Chalfont's Community College is committed to providing the best possible learning opportunities for all students within the context of this broad aim. We strive to identify and support those that are "Gifted and Talented" in Physical Education and Sport. The policy and pupil identification process is based upon the national "Physical Education Quality Standards for Talent Development" endorsed by the DCMS and Youth Sport Trust.

Aims

- To identify, challenge and support "Gifted and Talented" pupils within the physical education curriculum and Out of School Hours Learning (OSHL)
- To encourage the expression of talent and empower pupils to recognise the benefits and challenges of being a talented performer
- To set "Gifted and Talented" pupils targets which encourage them to work to their full potential within school
- To identify and support "Gifted and Talented" pupils who are potentially able to perform at a level that substantially exceeds that which is expected for their age
- To help "Gifted and Talented" students develop the personal qualities which will enable them to maximise their potential

Identification of Gifted and Talented pupils in Physical Education and Sport

Pupils are identified in lessons and extra-curricular activities as being "Gifted and Talented" in Physical Education and Sport if they demonstrate a very high level of competence, or have the ability to do so, across the following five areas; Creative, Physical, Social, Cognitive and Personal

Creative

- Consolidates and develops skills in a creative, inventive and innovative way
- Responds to stimulus in an innovative way
- Offers a range of productive and viable solutions to a problem
- Is confident in experimenting with acquired skills and ideas through application (eg – within a gymnastic sequence, dance composition or game)

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

Social

- Demonstrates the ability to take 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 to participate effectively in activities

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
- Identify strengths and weaknesses, offering suggestions for improvement across a range of performances
- Uses a broad analysis vocabulary when describing performance

Personal

- Shows motivation, commitment and focus when working
- Demonstrates the ability to self-regulate learning in independent learning environments
- Demonstrates the ability to evaluate their own performance effectively
- Handles feedback in a constructive way and uses this to develop levels of performance

All pupils (including those with Special Educational Needs, disabilities or medical conditions) have the opportunity of being assessed and identified as being "Gifted and Talented". Those pupils who appear to be demonstrating the ability to be "Gifted and Talented" will be assessed against the above criteria by their class teacher. If the pupil achieves 16 or higher (out of the 20) they will be recognised as Talented in Physical Education. The identified student will be entered on to the "Gifted and Talented" register / database for Physical Education. Pupils will also be given the opportunity to self-evaluate their abilities during this identification period. This will contribute to the talent ID process and will aid target setting for the identified pupils.

There also exists the possibility that students may not score 16 out of 20, but do demonstrate outstanding performance. In this instance, students will also be eligible to be placed on the list.

Gifted and Talented in Sport

Pupils identified as being "Gifted and Talented" in Sport will be those that perform outside of school, at county level or above. These pupils will generally have a high level of demand on their time due to training and competition and may therefore, find it difficult to co-ordinate their educational studies with their sporting commitments.

Pupils may be identified as "Gifted and Talented" for both Physical Education and Sport

Provision for the "Gifted and Talented" pupils in Physical Education and Sport

Pupils identified as "Gifted and Talented" within Physical Education and Sport have the potential to become high performers in the future. They will engage in this through the following methods and opportunities;

For those who are Gifted in Physical Education;

- Suitably differentiated lesson content and schemes of work (to include extension material where appropriate)
- Curriculum enrichment opportunities at Key Stage 4 including Sports Leaders and National Governing Body awards (where appropriate)
- Permission for pupils to miss areas of study when evidence demonstrates that their performance substantially exceeds that of their peers
- Pupils will be encouraged to find creative solutions to challenges, to take risks and learn how to cope with failure
- Independent work and leadership opportunities will be provided across the Key Stages
- Pupils will be encouraged to fully engage with extra-curricular opportunities provided by the school
- PE staff to ensure that "Gifted and Talented" pupils are not underachieving in lessons, by regular monitoring of their progress via end of unit PE Department, National Curriculum or GCSE PE levels
- Where appropriate, parents/carers will be consulted and involved in the planning and implementation of strategies to support their child

For those who are Talented in Sport

- The PE member responsible for "Gifted and Talented" works closely with the "whole school" Gifted and Talented Co-ordinator to implement a strategy that supports pupils. This may include an alternative to Physical Education lessons for talented pupils (eg – study for other subject areas, fitness and conditioning work, physio/rest periods, etc) and flexible homework / coursework schedules where appropriate.

Gifted and Talented "Excellent" Ofsted Requirements

- ID strategies should directly relate to the full range of abilities inherent within PE
- The school should maintain a detailed database, including information of pupils achievement in other subject areas, extra-curricular participation, NC levels and representative honours
- ID strategies should be flexible enough to facilitate the assessment of pupils with SEN, disabilities and medical conditions
- Formal procedures are in place that ensure feeder schools provide quality information related to pupils abilities in PE

GIFTED AND TALENTED IN PHYSICAL EDUCATION AND SPORT

STAFF IDENTIFICATION PROCEDURE

Using the table below, please indicate with an **X** to identify which areas relate to the student in question. A final mark out of 20 should be given after completing all areas.

Name of Student _____ Name of Staff Member _____

Sport / activity the student excels in _____

Creative	YES	NO
Consolidates and develops skills in a creative, inventive and innovative way		
Responds to stimulus in an innovative way		
Offers a range of productive and viable solutions to a problem		
Is confident in experimenting with acquired skills and ideas through application (eg – within a gymnastic sequence, dance composition or game)		
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		
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 to participate effectively in activities		
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		
Identify strengths and weaknesses, offering suggestions for improvement across a range of performances		
Uses a broad analysis vocabulary when describing performance		
Personal		
Shows motivation, commitment and focus when working		
Demonstrates the ability to self-regulate learning in independent learning environments		
Demonstrates the ability to evaluate their own performance effectively		
Handles feedback in a constructive way and uses this to develop levels of performance		
Tally		

FINAL SCORE (OUT OF 20) _____ A SCORE OF 16 AND ABOVE QUALIFIES A STUDENT AS G&T

DOES THIS STUDENT QUALIFY FOR THE GIFTED AND TALENTED REGISTER? YES / NO

SIGNATURE OF STAFF MEMBER _____ DATE _____