

Yeadon Westfield Infant School Gifted and Talented Policy in PE

2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Yeadon Westfield Infant School is totally committed to the principle of delivering the best possible opportunities for all of our pupils. As a school, we aim to improve the attainment and motivation of the Gifted and Talented children in our school and work to ensure that we challenge and extend the children through the work that we set them. A culture where it is 'cool to be clever' is promoted. All pupils are encouraged to think and work independently.

We also ensure that Gifted and Talented children are identified early in school life and that they achieve their full potential through support, encouragement and praise. The school provides an environment in which pupils experience success; which in turn is recognised and celebrated.

Definition of Talented in PE and Sport

The term 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Identification Criteria

Pupils are recognised as talented in PE and sport when they demonstrate high levels of ability within the full range of PE and sport contexts or have the potential to do so. Specifically, gifted and talented pupils in PE and sport are likely to excel in one or a combination of the five identified abilities or they may give clues that offer sufficient support that they could excel. This theory is based on the work of David Morley and Richard Bailey.

The five areas are:

Physical ability (a pupil's competence and fitness to perform a range of physical activities)

Social Ability (pupils exhibit social skills which form the basis of leadership, teamwork and similar concepts)

Personal Ability (a pupil's capacity for self regulation, self belief and commitment to mastery)

Cognitive Ability (pupils show this in planning and compositional settings, as well as demonstrating knowledge and understanding of central physical education concepts)

Creative Ability (pupils evidence this when they respond to challenges and tasks with fluency and originality and are sensitive to problems)

The characteristics which are likely to be observed if an identification process is followed based on the above five abilities will include:

- Exceptional performance in more than one area of activity
- Good spatial awareness
- A good understanding of movement quality
- Skilful body management showing a high degree of control and coordination
- Learning, understanding and the adoption of technical aspects of a sport very quickly
- Decision making under pressure and the adaptation of a technique accordingly
- Creativity, originality and adaptability - the ability to respond very quickly to new challenges and situations, often finding new and innovative solutions
- The ability to work independently and with initiative showing a high degree of motivation to practice and perform

PE Curriculum

Our physical education curriculum offers work that extends our students with activities that enrich and promote high achievement and good progress. Pupils are encouraged to take responsibility for their education, becoming confident and independent learners who develop quality and excellence using appropriately set targets that help to raise potential. Units of work allow pupils to access accelerated opportunities e.g. pupils in Year 1 may access units of work for Year 2. All lesson planning should include challenging extension activities. Additional learning resources are used to engage and develop the pupil. We aim to stimulate a desire for learning by providing a rich and stimulating curriculum in which Gifted and Talented children can work at their own level and pace.

Out of School Hours Learning

The school provides appropriate enrichment activities that can develop pupils' experience of the sporting world as well as working with external providers to provide exit routes for talented pupils. The programme is linked to the curriculum map so that pupils have an opportunity to extend themselves outside of curriculum time. Pupils are informed of all opportunities through notice boards, displays and newsletters.

The school provides festivals in a suitable range of sports.

The school will work cooperatively with external partners to cater for those pupils who have a high level of demand made on their time as a result of their involvement in high level sporting activities outside school.

Identification Opportunities

Possible opportunities for successful identification to take place:

- Foundation Stage profiling
- Transition information
- Partner work with secondary school, identification of pupils and planned events
- External links such as such as local sports club, county, regional and NGB's
- Ongoing AFL through lesson records and registers
- Progress through personal target setting and tracking
- Teacher assessment and judgements through observations and checklists.
- Discussion between colleagues at staff meetings or other focussed times
- Observations by subject specialists, including relevant agencies e.g. sports coaches.
- Evidence collated from reports and consultation with parents

Management Strategies in PE and Sport

The Teaching and Learning coordinator's for PE will coordinate the provision and practice within the school for gifted and talented children. This includes:

- Creating a register of gifted and talented pupils and keeping it up to date
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- Regularly reviewing the teaching arrangements for these particular children
- Monitoring their progress through termly discussions with teachers
- Supporting staff in the identification of these children
- Providing resources and advice and support to staff on teaching and learning strategies
- Liaising with parents, governors and LEA officers on related issues.