

GIFTED and TALENTED
in
PHYSICAL EDUCATION
and
SPORT

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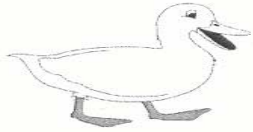
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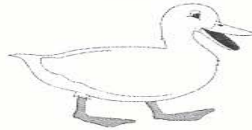
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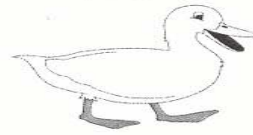
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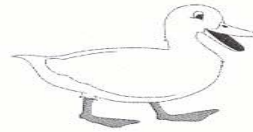
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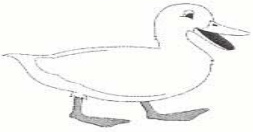


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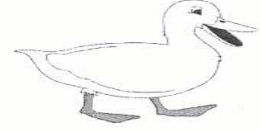
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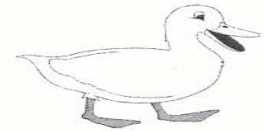
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QUALITY STANDARDS

- The new Quality Standard criteria demand measures of high quality practice in the identification, selection, teaching and support of talented students, as well as the professional development of teachers involved and associated school policy.
- OFSTED recommends that clearer criteria needs to be used to identify talented students.
- Talent development in schools should be an exciting challenge for students and contribute to the raising of standards and positive impact in the learning experience of all students.

The Big Question

**WHO ARE THE GIFTED AND TALENTED
PUPILS IN PE**

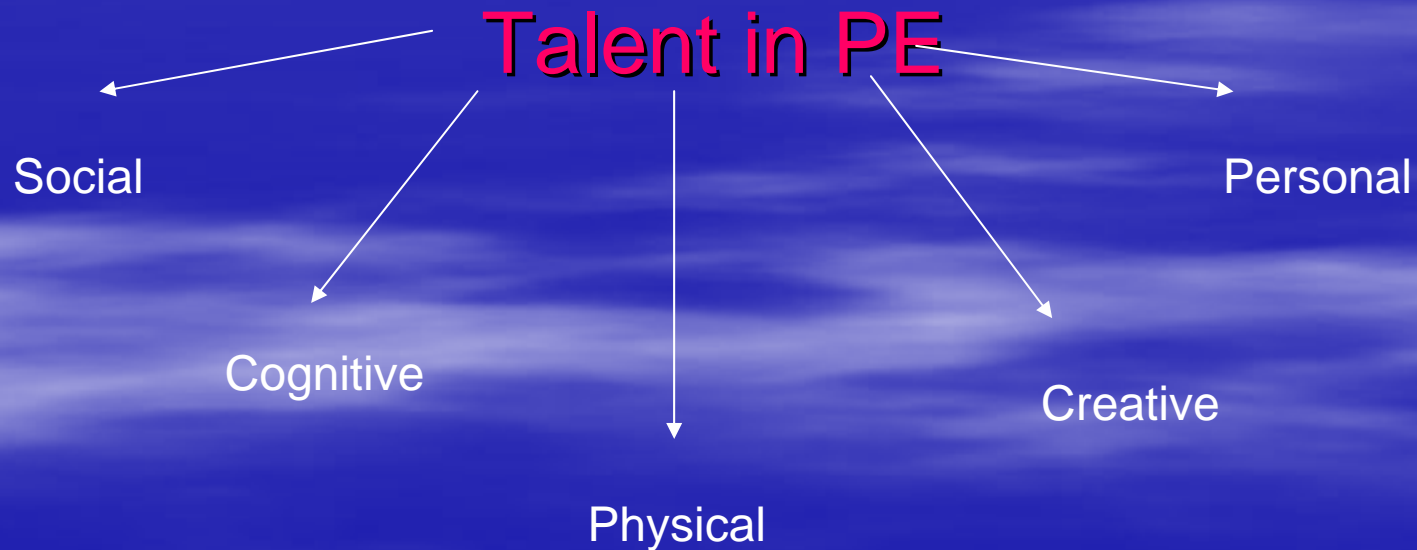


Apparently

- Pupils are recognised as talented when they demonstrate high level ability within the full range of PE contexts, or have the potential to do so.
- It is suggested that Gifted and Talented pupils excel in one or more of the following abilities that reflect the full range of PE.
- Or they may give clues that, offered sufficient support, they could excel.
- This means that schools should seek to identify and provide teaching and support to develop the full range of abilities

Who are the talented students in Physical Education?

- TALENTED students will excel in one or more of the ABILITIES strands.



Abilities

- **Physical** – competence and fitness to perform a range of physical activities.
- **Social** – is the basis of leadership, teamwork and similar concepts.
- **Personal** – a capacity for self regulation, self belief, and commitment to mastery.
- **Cognitive** – high levels of planning, compositional settings and PE concepts.
- **Creative** – responds to challenges and tasks with fluency, originality and sensitivity to problems.

Identification should be supported through

- Whole school G&T policy.
- CPD of teaching and support staff.
- Transparent and rigorous process.
- Differentiation and flexibility within the process.
- Strategies which can identify diverse abilities.
- Monitoring talent cohort composition, inclusive of all.

National Audit of Talent Development in Curricular P.E. 535 schools used

- 75% of schools identified current performance against 24% who identified potential.
- 29% of schools use criteria for testing
- 50% of schools were awarded G&T funding from within the whole school G&T monies.
- 30% of schools rated the specialist staff as good or better in having the skills to develop talent.
- 4% of schools had expertise in Gymnastics, OAA and swimming.

Research Team

Richard Bailey and David Morley

- This is still what the specialists think talent looks like.



2012

- There has never been a time in modern day Olympic history that has been so important to the British Olympic Committee.
- The pressure from the Government to produce the talent to bring in the medals has already begun.
- Recent olympic and paralympic success has raised the expectations
- The future Olympians are between 11 and 25 so 50% are currently in schools and 70% in full time education.
- We must get better at identifying, coaching and supporting our young talent.

Brent Focus For G and T

- Based on Scoping exercise Identification was one of our areas of weakness and seemed to be an obvious starting point
- Schools all have their own systems for ID in place based generally on ability in individual sports- Policy Development a key to further development.

TWO-PRONGED APPROACH

- Multi-ability profile
- Talent Identification Portfolio
 1. Generic
 2. Specific

Developing a Policy

Policy Development: Professional development



Support

www.talentmatters.com

Date	Code	Course/Events	Time	Venue	Target Group
September 18	PE 1	Learning In and Through Gymnastics	9.30-3.30	Oakington Manor	Coaches/AOTT's
October 3	PE 3	PLT Module C	9.00-4.00	CSD	PLT's
October 17	PE 4	Learning In and Through Games	9.30-3.30	Oakington Manor	Primary Teachers
November 11	PE 5	Learning In and Through Dance	9.30-3.30	Oakington Manor	Primary Teachers
December 8	PE 6	Top Play-Key Stage 1	9.30-3.30	Oakington Manor	Primary Teachers
January 15	PE 7	PLT Module D	9.00-4.00	CSD	Primary Teachers
February 4	PE 8	Top Sportsability	9.30-3.30	Oakington Manor	PrimaryTeachers/SEN CO
February 12	PE 9	Health and Safety in PE	1.30-3.30	CSD	Primary Teachers
March 5	PE10	Learning In and Through Athletics	9.30-3.30	Oakington Manor	Primary Teachers
March 25	PE11	Outdoor and Adventurous Activities	9.30-3.30	Oakington Manor	Primary Teachers
May 1	PE12	PLT Module E	9.00-4.00	CSD	PLT's
May 14	To follow	Primary NQT PE	1.30-3.30	Oakington Manor	NQT
May 19	PE14	PLT Working Day •Kingsbury School Sport Partnersh •CCA School Sport Partnership	9.00-3.30	CSD	PLT'S
May 21	PSHE 12	Healthy School Conference	9.00-4.00	CSD	Primary NQT's
June 26	PE15	Primary PE Conference	9.00-4.00	Brunel University	Headteachers and PLT'S