

Physical Education

Physical Education Department provision for identifying the talented students

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performances and approach to PE, sport and dance.

Approach to work

They may:

- Be confident in themselves and in familiar contexts.
- Take risks with ideas and approaches, and be able to think 'outside the box'.
- Show a high degree of motivation and commitment to practice and performance.

Effective performance

They may:

- Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions.
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance.
- Be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership.
- Be creative, original and adaptable, responding quickly to new challenges and situations, often finding new and innovative solutions to them.
- Body skilfulness and awareness

They may:

- Have a high degree of control and co-ordination of their bodies .
- Show strong awareness of their body in space.
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- Evaluating and improving performance through leadership.
- Acquiring, developing and performing advanced skills and techniques.
- Conceptual understanding, shown through the sophisticated selection and application of

advanced skills, tactics and compositional ideas for their age.

·Particularly high levels of fitness for their age, in both specific and general areas.

·Specific strengths in general areas, such as games activities or dance activities.

Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. In some cases, these pupils' performance may be too specific to be easily related to the national curriculum level descriptions for PE.

Teachers should be aware that the age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristics of talent in PE and sport.

Talented Pupils : Policy into practice.

Below are examples of how students in Years 7-11 are provided with an extended opportunity to show their talent in this particular subject.

Year 7

- Football/ Netball/ Hockey: Giving students the opportunity to devise creative warm-ups .
- Gymnastics: Students are able to watch other people performing gymnastics skills and are able to give constructive feedback using appropriate terminology.
- Advancing skills beyond the basics of footwork, passing and dodging in netball, and maybe look at centre passes and set pieces, which are the more complex skills. Examples of this can also be related to football and hockey.
- Asking the students with talent to come along to extra-curricular clubs which enhances the basics learnt in the lessons, and contributes towards the extension of their knowledge.

Year 8

- Hockey/ football/ netball: use students to officiate small sided games.
- Ability grouping according to their ability in that given activity. This will allow in most cases for the talented individual to work with others of similar ability.
- Most of the examples given for Year 7 will have the effect in Year 8.

Year 9

·Students are expected to start leading small group warm-ups; explaining to other members of the class; why we warm-up and also the correct names of muscles being stretched.

·Athletics: setting challenges whereby the students becomes the coach for the athlete. From this they are asked to observe and improve the performance of their athlete.

·Gymnastics: Talented students progress onto performing more technical vaults e.g. handspring/ somersaulting .

Years 10/11

- Students are given the opportunity to gain a leadership award called JSLA, which gives the students to take on leadership roles in their peer groups using their knowledge and understanding in given National Curriculum areas.
- Devise practices for the particular focus of the lesson e.g. students may be asked to make up a practice in netball which looks at shooting, passing, movement etc.