

# Pen Portrait: Priyansh's Fit-for-Purpose School day

Priyansh is 10 years old, at the top of his class at school and looks ahead to a successful secondary school education. Priyansh cycles to school in the morning. Though this causes his parents some anxiety.

Teachers are trained to make students understand that regular participation in physical activity is essential to academic success, personal health and general life satisfaction, and time is set aside in generously portioned PE lessons to explain to students not just how, but why, to play.

PE lessons for Priyansh are stimulating and well-resourced. Lessons incorporate new technologies, for example digital equipment and tracking devices which unobtrusively provide real-time personal coaching which, teachers being so skilled in how to implement them appropriately, never distract from the activity itself.

# Miss Gallagher's Fit-for-Purpose School day

Priyansh's teacher, Miss. Gallagher, is a highly qualified and dedicated practitioner, enjoys her role and plans to stay in her position for many years to come.

PE lessons are a key part of the learning agenda, in terms of getting the children involved in exercise, but also teaching them about the wider benefits of this exercise.

Miss Gallagher works hard, but at the end of the day she feels like she has contributed towards a brighter future for her students and knows that her efforts are appreciated by a healthy, motivated, successful and happy young cohort.

# Youth Sport Trust



THE CLASS  
OF 2035

PROMOTING A  
BRIGHTER AND  
MORE ACTIVE  
FUTURE FOR  
THE YOUTH OF  
TOMORROW

# High Quality Gifted and Talented Provision

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# Scope

- Who are Gifted and Talented (G&T) pupils
- National picture
- Identification
- Learning and Teaching
- Assessment
- Supporting pupils
- Self reflection

# Gifted and Talented Provision

Self Assessment

Are you a Hunter or Gatherer?

# NC Aims Key Stage 1 & 2

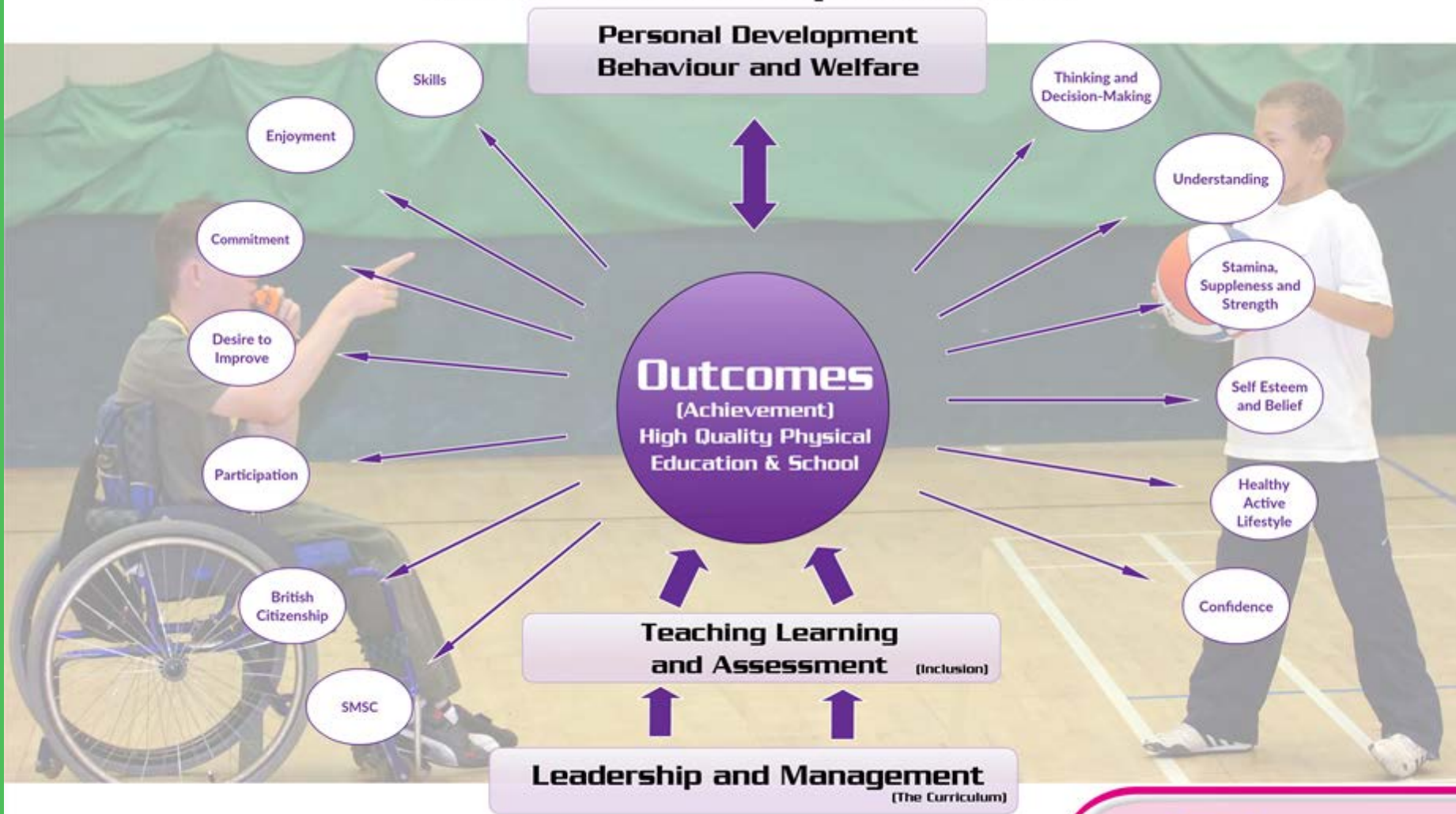
- The national curriculum for physical education aims to ensure that all pupils:
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

# Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



# The Difference Physical Education & School Sport Makes to Whole School Improvement

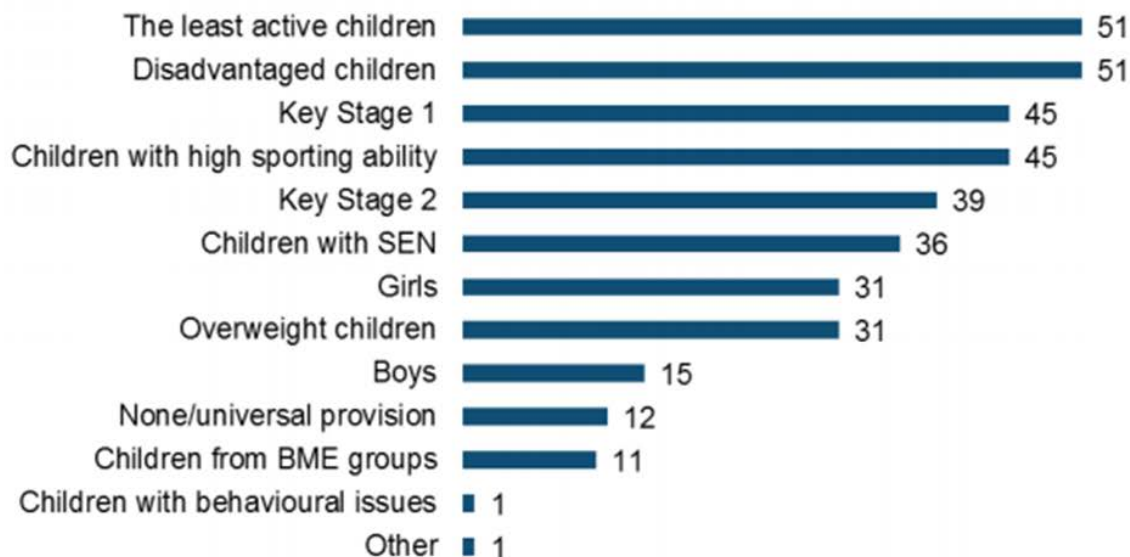


“The difference that high quality physical education & school sport make to the lives of young people, is quite remarkable”

# Sport Premium Funding DFE Report (2015,pg 59)

**Figure 4.1 The types of pupils schools targeted (%)**

Base: 531



Source: Wave 2 survey (Main and Boost sample)

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

# DFE Report (2015,pg 67)

**Table 4.7 Why schools targeted children with high sporting ability (%)**

	%
To develop their talent/challenge and give them the chance to excel/progress	66
To increase chances to apply skills (i.e. competitions)	28
To provide more opportunities and experiences	11
To encourage/raise engagement and participation	8
To promote healthy and active lifestyles/wellbeing	1
Other	8
<i>Unweighted base</i>	<i>140</i>

*Source: Wave 2 survey (Main and Boost sample)*

*Base description: schools that targeted children with high sporting ability.*

Examples of targeting pupils with high sporting ability from the case studies and tracker cohort included encouraging them into roles as 'sport leaders' and encouraging them to access external sports clubs to continue to develop their skills.

*'We've also looked at some of the more gifted children and tried to get them into athletics clubs and things like that.'* (PE co-ordinator)

# Physical Education Quality Standards for Talent Development

‘Gifted and Talented education in PE is the process of Identifying, selecting, providing for and supporting the most able pupils.’ (pg1)

Or

Educating our most able in PE !

# Identification

‘Pupils are recognised as Gifted and Talented when they demonstrate high level ability within the full range of PE contexts....pupils excel in one or more of the following abilities.’ (pg. 2)

# Developing children's abilities in PE

## CHILDREN'S ABILITIES

Physical

Creative

Social

Cognitive

Personal



# Abilities Explained

**Physical ability** is revealed through pupils' competence and fitness to perform a range of physical activities.

**Social ability** is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts.

**Personal ability** underpins an individual's capacity for self-regulation, self-belief and commitment to mastery.

**Cognitive ability** is shown in planning and compositional settings, as well as knowledge and understanding of central physical educational concepts.

**Creative ability** is evidenced when learners respond to challenges and tasks with fluency, originality, and sensitivity to problems.

# YST Junior Athlete Education

- Gifted in P.E.
- Those students whose attainment level in P.E are reported as being above that which is normally expected of them by the National Curriculum
- Gifted leaders
- Gifted theoretical learners
- Linked to the 5 abilities
- Talented in Sport
- Those students that are performing and involved at a high level of **Sport**
- County and above?



# Learning and Teaching

High Expectations

Pupils as leaders

More challenge

Differentiated

Plan for CPD

Monitor coaches

Clarity of resources to be used

You do not have to be an expert !

Use the

S

T

E

P

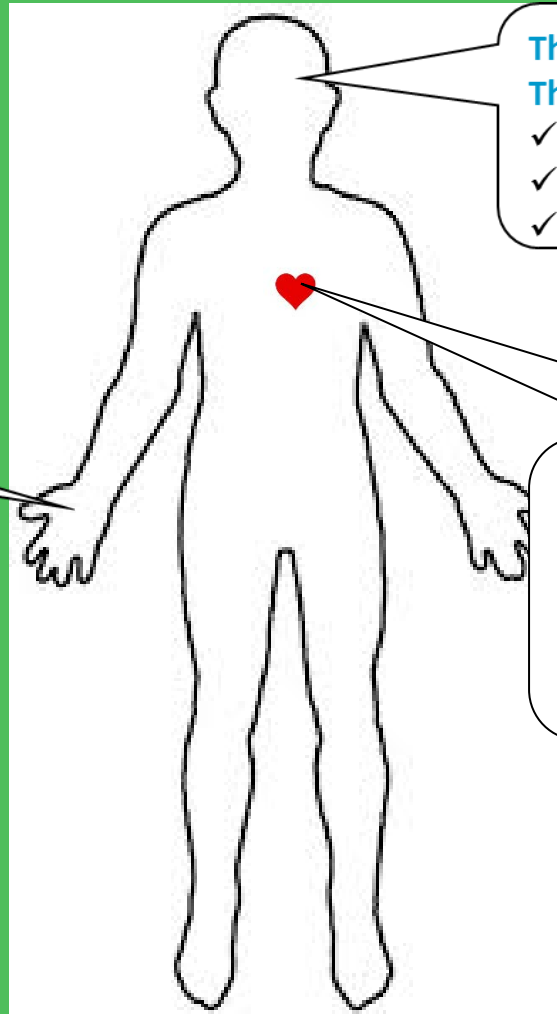
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Model

# Key Message

- Emphasis on the **learning** function of assessment
- **NOT** the grading function

# Ways of Looking: Head – Heart – Hands



## The Hands

### The doing physical being:

- ✓ Physically competent
- ✓ Growth and development
- ✓ Physically Active
- ✓ Competitive

## The Head

### The thinking physical being:

- ✓ Decision maker
- ✓ Analytical – deep understanding
- ✓ Confident

## The Heart – feelings

### The social & emotional physical being:

- ✓ Involvement and engagement
- ✓ Attitude
- ✓ Character, values
- ✓ Healthy active lifestyle

## KS1 Doing - Hands

- Develop fundamental movement skills  
*(specifically master basic movements including running, jumping, throwing and catching)*
- Develop competence
- Develop agility, balance and coordination
- Perform dances using simple movement patterns

## KS1 Thinking - Head

- Apply skills
- Develop simple tactics for attacking and defending
- Develop competence

## KS1 Social & Emotional - Heart

- Work individually and with others
- Develop competence
- Develop confidence

**Contexts:** Team games; dance; a range of physical activities (individual and cooperative); competitive situations (against self and others); possibly swimming; increasingly challenging

## KS2 Doing - Hands

- Develop a broader range of skills (*specifically running, jumping, throwing and catching in isolation and in combination*)
- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance

## KS2 Thinking- Head

- Apply a broader range of skills (*specifically running, jumping, throwing and catching in isolation and in combination*)
- Use a broad range of skills in different ways
- Link skills to make actions and sequences of movement
- Understand how to improve
- Learn how to evaluate and recognise their own success
- Apply basic principles suitable for attacking and defending
- Compare and improve performances with previous ones

## KS2 Social & Emotional - Heart

- Enjoy communicating, collaborating and competing with each other
- Develop flexibility, strength, technique, control and balance

**Contexts:** Competitive games; dance; outdoor and adventurous activity challenges; different physical activities and sports; individual and team; swimming (if not scheduled in KS1).

# Movement Analysis Sheet

Skill being Analysed:

Head

- Is the head in a stable, appropriate position?
- How is this effecting the action?

Arms

- How are the arms helping the body's balance?
- What else are the arms helping with?

Body

- Where is the body's centre of gravity?
- How is the body position effecting the action?

Feet

- What does the base of Support look like?
- How is this effecting the action?

# Ways to Assess

- Use key words of the Curriculum
- 5 Abilities
- Categories – Head , Heart, Hands
- Key words across a block of activity
- Key words as a strand across many activities



# AfL - Key words for learning

Confident

Cooperative

Link

Apply

Evaluate

Competent

Perform a range of skills

Develop

Communicate

Compete

Collaborate

How to improve

Work as an individual

DFE 2013



Remember!

The primary purpose of  
assessment

is to

Improve **LEARNING** to make  
students **SUCCESSFUL**

# YST

<https://www.skills2achieve.org/pages/school>

skills2achieve

Invest in health and wellbeing, watch achievement soar!



Sign Up >

Login >

Home

The Themes

The Programme

Forum

Contact



Track progress in PE, physical activity and sport and show impact over time.

## For Schools

[See YouTube overview of the programme here](#)

There are many challenges in bringing together aspects of the curriculum that create healthy, active learners. We have been working intensively with a small group of primary schools to design a tool that enables you to do just that, with reward and recognition for all children a key aspect. Skills2Achieve will allow you to track your pupils' progress through physical education and school sport, differentiate your support for them within and beyond PE, demonstrate the impact on wider learning as well as provide evidence for any investment made in PE and school sport, including the School Sport Premium and Pupil Premium.

It provides a clear framework for **PE assessment without levels** and a useful tool to support medium term planning (see Department of Education Commission on Assessment Without Levels). Through Skills2Achieve, schools can track, record and evidence progress and participation in physical education, sport and physical activity, both in and out of school, including **impact of sport premium** (see Department for Education Guidance Notes).

Skills2Achieve can support the quality of PE and school sport provision in your school, along with your health agenda and has been designed to be fully interactive and child centred. It includes the following:

- Logbooks for every pupil to track their own and their peers' progress and achievement

For Schools

For Teachers

For Parents

# Scenario

Name: Felicity Flack

Year Group: Yr 6

Sport that you take part in: Gymnastics

What level for each sport are you

County / National

What days of the week do you train?

5 nights

Issue:

Struggles to complete homework / tiredness

# Provision Plan / Map

- |                                    |   |
|------------------------------------|---|
| 1. Provision required?             | 1. Flexibility given for homework                                 |
| 2. What are you trying to achieve? | 2. Reduce stress for pupil  |
| 3. What will you do?               | 3. Arrive later. Provide TA support twice a week. Virtual support |
| 4. What difference will it make?   | 4. Pupil makes required progress.                                 |
| 5. How will progress be monitored? | 5. ....?  |

# REFLECTION - Researching our own teaching

Problems in Learning & Teaching should be investigated, analysed and debated, just as they would be in our primary disciplines

Why?

- Improve our teaching
- Improve pupil experience
- Improve others' teaching, through dissemination

# Policy self assessment questions

- Do you have a School Gifted and Talented policy?
- Do you have an updated Gifted and Talented register?
- What provision do you provide for your 'Gifted' students in P.E. lessons?
- What provision do you provide for your 'Talented' students in sport?
- Do you provide specialist mentoring for your talented students in sport?
- Do you fastrack 'Gifted' students through qualifications, if so what are they? i.e. Playground Leaders
- How do you access CPD for improving your Gifted in P.E. and Talented in Sport provision?

# Gatherer

- Collects all available material and resources, reads it, sifts through and uses it to organise ideas and then begins to utilise or write.
- May be vague about the target audience, unclear of purpose and unsure of key messages

# Hunter

- Decides why resource / policy is needed
- Devise strategy or plan develop brief outline
- Clear about learning and teaching
- Know how their plan will impact upon student learning
- Materials gathered relevant to outline
- Implement and monitor

## Hunter or Gatherer?

# Acknowledgements

- AfPE
- Bailey and Morley etal (2006)
- CCCU
- DFE
- Ofsted
- Sport England
- YST



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