

## Policy Development: Teaching and Support – Pedagogic Responses

- 💡 **Short- and medium-term planning** specifically targets provision for talented pupils?
- 💡 **Differentiation** is used as the central focus of provision for talented pupils with specific reference to style of presentation, use of resources, teaching style, use of questioning and levels of challenge
- 💡 **Self-regulation** is advocated through the use of a learning portfolio maintained by the pupil and monitored by the teacher

Strengths	Additions/Amendments

**Policy Development: Teaching and Support – In school extra-curricular activities**

- 💡 Curricular planning and delivery suggests pathways for talented pupils in PE to enrich their ability through extracurricular activities?
- 💡 Information is provided for all pupils through a dedicated display board?
- 💡 Opportunities are offered for pupils with a range of abilities to extend their experiences within curricular PE?
- 💡 There is enough flexibility to modify extracurricular activities to suit the needs of the current cohort of pupils?

Strengths	Additions/Amendments

**Policy Development: Teaching and Support – Out-of-school extra-curricular activities**

- 💡 Sports trips, residential visits and visits to higher education institutions are organised to enhance the experiences of talented pupils?
- 💡 In liaison with a number of other local schools, cluster activities are organised at a central location?
- 💡 Coaches involved in specific sports from organisations outside of school are invited into school to present information on local, regional and national opportunities for participation?
- 💡 Communication between the PE department and sports organisations is instigated and frequently maintained by the PE G&T coordinator?

<b>Strengths</b>	<b>Additions/Amendments</b>