

Identification

With a clear vision of the definition of a 'Gifted and Talented' performer we must now ensure that all possible opportunities for successful identification take place. A 'Talented Register' is collated by all interested parties and is shared with the school's Gifted and Talented co-ordinator who includes it in all whole school documentation. Identification of this group will take place using a combination of the following sources of information:

- Data stored on the Assessment Manager area of SIMS.
- Documentation and notes recorded on lesson records and registers.
- Discussion between colleagues at departmental meetings and other focussed times.
- Evidence from the School Sports Report and notification from parents at school consultation days.
- Notification from District, County, Regional and National sporting organisations.
- Notification from the community sports network, professional clubs and National Governing Bodies.
- Discussions with the SCo and PDM relating to the SSP.

Provision

In order to address the needs of 'Gifted and Talented' students it is essential that we consider the provision we offer under a number of titles:

Curriculum Planning

- The curriculum planned will offer as much breadth and diversity as resources will allow and will be reviewed on an annual basis.
- Units of Work within the overall departmental Scheme of Work are fluid and allow students to access accelerated opportunities. For example, students in Years 7 and 8 may access the QCA Intermediate units and Year 9 students may access the Advanced units.
- Students are able to miss stages when evidence demonstrates their performance substantially exceeds that of their peers.
- All Units of Work and Lesson Planning include challenging extension activities.
- Time is planned within each Unit of Work to allow for focussed target setting based on potential attainment against National Curriculum Levels of Attainment.
- Teaching groups are divided based upon evidence from the Assessment database and are reviewed on a regular basis taking into account prior performance in generic activity areas.
- All registers are updated with information from the 'Talented Register' indicating the specific abilities of those students to allow for further sub-division of groups for relevant task setting e.g. physical, cognitive, creative groups.
- Consultation with external agencies will take place to ensure that curriculum alterations can be made when necessary to allow for the demands of training or competition.
- Curriculum planning is conducted in conjunction with the whole school Gifted and Talented Co-ordinator to allow involvement in more generic strategies for developing the students.

Teaching Strategies

- Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome.
- Teaching styles are varied and reflect the specific abilities of the student.
- The learning style that best suits the student is investigated and teaching is adapted to suit this.
- A more diverse range of learning resources will be used to engage and develop the student (Kandle, Fitware, Smartspeed, Polar Team System).
- Lessons provide opportunities for students to find creative solutions to challenges, take risks and cope with failure.
- Teaching staff encourage independent work.
- Students are encouraged to refine their work by reviewing and evaluating.

- Open questioning is used to stimulate an increased depth of understanding.
- Staff discuss with students what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for students to work together in a range of learning situations.
- Extension work is provided that is exciting and challenging.
- Homework tasks are set with a variety of levels of challenge.

Assessment Strategies

- Assessment of all activities is conducted against the four strands of the National Curriculum in order to recognise all abilities.
- Students have a clear understanding of the assessment criteria used.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.
- Self and peer assessment by students is encouraged and feeds into judgements made by staff.

Enrichment Opportunities

- The extra-curricular programme of the school provides extended opportunities for students to develop their abilities through coaching and competitive situations.
- Students are informed of all opportunities through their form notice boards, the PE department displays and the school newsletter.
- In appropriate situations students are encouraged to participate in activities with students who are older than themselves.
- An expansive programme of competitive fixtures is provided in a wide range of sports.
- Students are encouraged to participate in District and County development and selection programmes.
- 'School Colours' are awarded to talented students reflecting and celebrating their abilities and achievements.
- Regular festivals and tournaments for talented students are hosted at the school through the school sports partnership.
- Students with Sports Leaders Level 1 and 2 are involved with organising and leading extra-curricular activities and area tournaments.
- Information is provided for students regarding all local sporting organisations and exit routes for their chosen activity.
- The Community Sports Development Manager provides thorough information and access opportunities for a wide range of more diverse activities, for example Archery, Tae Kwon Do and Fencing.

Mentoring

- All students on the Talented register are allocated a mentor with whom regular meetings are organised.
- The strengths of the mentor are matched to those of the students.
- Mentors provide guidance regarding the students' lifestyle balance and liaise with parents and NGBs to ensure interests are not compromised.
- Students are encouraged to use their experience of this process and mentor younger students who may or may not be on the Talented Register.

Professional Development

In order to ensure the success of strategies for identifying and providing for talented students, staff at North Upland School are engaged in the following professional development processes:

- Deployment of a designated Gifted and Talented co-ordinator for Physical Education.
- Annual evaluation of policy and the success of its implementation.
- Annual review of schemes and units of work.
- Regular discussion regarding talented students at departmental meetings.
- Sharing of teaching strategies for talented students in PE.
- Advice on how to mentor a talented student.
- Peer lesson visits to share good practice.
- Standardisation of assessment and identification criteria.
- Inset provided by NGBs and other experienced providers.