

Supporting the More Able

SCHOOL GAMES



How to use this resource

All pupils have individual learning needs and deserve the opportunity to access high quality provision in order to achieve their true learning potential.

This resource will provide insight into the approaches and effective practice required to identify and support your 'More Able' and 'Talented' pupils in Physical Education.

The resource has been developed in response to the findings of the Ofsted summary report 'Beyond 2012 – Outstanding physical education for all (Physical education in schools 2008-12).

Six key considerations have been identified that support the opportunity to maximize the learning potential for your more able and talented pupils:



Ethos and culture of the school



Identification of the more able



Support of the more able and their commitments



Competition including the School Games



Assessment and best practice



Development of the whole person

Short film clips have been produced as part of a case study of good practice from St Alfred's Academy, Oxford.

The PE Department at St Alfred's Academy has also provided additional resources to support schools currently developing similar programmes.

Ethos and culture of the school



**SCHOOL
GAMES**



Ethos and culture of the school

King Alfred's Academy

The King Alfred's Talented Sportspeople programme (KATS)



“ At King Alfred's we want to enable all our talented sports performers to be proud of what they do and feel supported throughout college. ”

The 'KATS' programme is for any pupil representing county teams or above (or equivalent) in **ANY** sport.

KATS Members

- 89 students in the programme
- 9 students ranked top 10 nationally
- 27 sports currently in programme

Swimming
Figure skating
Badminton
Cycling
Cheerleading
Football
Cricket
Judo
Gymnastics

Ballet
Netball
Horse racing
Triathlon
Karate
Tae Kwon Do
Shooting
Golf
Cross Country

Athletics
Basketball
Trampolineing
Biathlon
Motocross
Fly fishing
Rugby
Diving
Synchronised Swimming

Students are given the help they need with balancing the time and commitment given to their sport and training with that of their college work so that they can succeed in both. This support is a partnership between the students, the academy, parents and coaches.

Throughout their time at King Alfred's 55% of KATS students posted positive 'value added' results and 32% of students were 'on target'. These figures were achieved while the students were performing at high levels despite the accompanying time pressures associated with competition and regular training.

Identification of the more able



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Identification of the more able

Most Able and Talented?

More Able and Talented?

Gifted and Talented?



Club links and support of the additional timetabling needs of the more able

The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

Estyn (2013)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

François Gagné (2003)

At King Alfred's we want to enable all our talented sports performers to be proud of what they do and feel supported throughout college.

Students are given the support they need with balancing the time and commitment given to their sport and training with that of their college work enabling them to succeed in both. This support is a partnership between the students, the academy, their parents and their coaches.

King Alfred's Academy, Oxford

SUPPORT

Support of the more able and their commitments



**SCHOOL
GAMES**



FOUR Levels of support

Bronze

Talented in sport

Level 7 in 1 (KS3) or 2 (KS4) "Me"

Silver

Able in PE

Level 7 in 2 (KS3) or 3 (KS4) "Me"

Gold

Talented in PE

Level 7 in 3 (KS3) or 4 (KS4) "Me"

Platinum

KATS

KATS

Bronze

- Encouraged to attend electives in a variety of sports.
- Work with Junior Club Champions to promote their sport.
- Encouraged to participate in School Games at Level 1 and 2.

Silver

- Selected to be in the 'Girls in Sport' group, leadership academy, change team.
- Leadership opportunities in lessons.
- Be involved in house events, house sports, sport leaders.
- Run Primary festivals.

Gold

- Encouraged to be a Young Ambassador.
- Use Sky Sport Living for Sport money – talks from mentors.
- Lead in Primary Schools.
- Star Board.
- Run Festivals.

Platinum

- KATS – Individual support provided via KATS lead teacher.

COMPETITION

Competition including the School Games



SCHOOL GAMES



Competition including the School Games

The School Games is a celebration of competitive sport that will involve all young people in years 3 to 13, of all abilities and backgrounds.

Intra-school (Level 1)

For many young people sporting competition is first experienced through intra-house teams, form groups or in PE lessons. This level of competition will build on a school's existing work to offer pupils a year-round programme of regular intra-school competition in a number of sports that culminate in a School Games Day.

Inter-school (Level 2)

Inter-school competition is for years 3 to 13. At this stage individuals and teams will be selected to represent their school at inter-school competitions, many of which will be leagues. Schools will have the flexibility to decide which sports to enter but are encouraged to involve as many pupils as possible by creating breadth in the sports they offer and depth through the creation of additional teams.

School Games Festival (Level 3)

Each county will host a multi-sport showcase event as a culmination of the year-round inter-school competition. Teams and individuals competing at inter-school level will win the opportunity to compete in this event. Pupils succeeding at this level will be encouraged to develop their enjoyment and talent in sport through existing National Governing Bodies' club and talent pathways.

The School Games Festival is planned and managed through a Local Organising Committee in every county chaired by a Head Teacher and supported by the County Sports Partnership.

2015 School Games (Level 4)

This is a national multi-sport event, in which the country's most talented athletes of school age compete if selected by a National Governing Body. This event will take place in high quality venues amongst a unique and vibrant atmosphere and supports athletes development; acting as a stepping stone to further national and international competition.

Competition including the School Games

Further support on how to develop competition as a teaching and learning tool within Physical Education can be found using the following resources on the School Games website:

Competition for Learning in PE

Can competition in the PE curriculum enhance young people's learning? Have you reviewed your PE curriculum in light of the changes to the PE National Curriculum? With the 2014 National Curriculum in place and competition featuring heavily within it, explore our competition for learning online resource, which shows how Primary and Secondary Schools have used competition to enhance learning in PE.

Why competition in PE?

Young people are stimulated by personal challenge, through individual, peer and team competitions. Working with a group of Primary and Secondary schools, we've developed a series of self review questions, showcasing how a variety of schools have developed competition within their PE curriculum. The questions have been designed to allow you to reflect on your current provision on competition, allow you to identify areas that you could develop while focusing on the possible impact that these changes could make.

Raising Achievement through competition

Competition is an important tool that can be used to raise achievement throughout the school. Self-belief, determination, respect, teamwork, honesty and passion: these are the values of the School Games. They support young people to strive to do their best and help them to achieve sporting success. Preparing well, trying hard, managing setbacks and pursuing excellence are intrinsic to this success – and young people recognise and celebrate that ethos. It is what makes sport so inspiring.

So, how do we capture the values and ethos of the School Games as a sports event and transfer them to whole school learning? How do we apply the spirit of sporting competition to the classroom?

Further support on how to develop competition as a teaching and learning tool within Physical Education can be found [here](#).

Developing sustainable competition in Primary Schools

Case Study: Vale Primary Leadership Academy 2014

On Thursday 19th June, Young Ambassadors from King Alfred's Academy hosted Oxfordshire's first ever Primary Leadership Academy.

The conference was planned, set up and run by Young Ambassadors of all levels, from years 8-13, from King Alfred's. The conference was open to students in Years 4-5 from schools across the Vale, with 230 children attending.



The day started with a welcome and an outline of what the day was about. Five sessions were created to help teach the primary children what it is to be a leader, how to plan, officiate and run an activity and help improve communication and confidence.

The Young Ambassadors led every session which included "What do I need to be an effective leader?" Followed by team building games such as crab football, human knot and high top rearrange. The Young Ambassadors then led their groups on how to run, plan and officiate a game. After running their activity they would divide their group up and let the younger leaders take over leading on a game they created using the skills they had learned from the morning session.

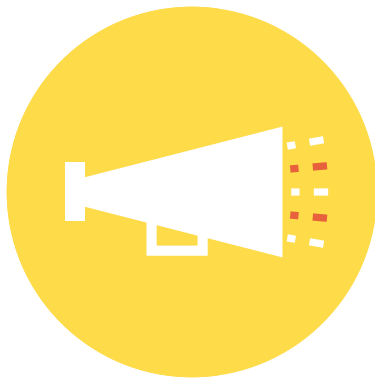


Session 4 was a workshop of dodgeball, a sport they are currently promoting in the Vale for non-sporty, non-active children. Some of the Young Ambassadors are trained dodgeball coaches and leaders and lead a group on the game rules, how to lead dodgeball activities as well as officiate a full game. After playing these games the young leaders had a chance to take on the leadership and refereeing roles and lead their peers.

In the final session the 17 primary schools that attended went back to their school groups to plan what impact they could make next year. Many planned on running lunch time clubs, after school clubs, lunchtime leaders and breakfast clubs amongst many other interesting ideas.

After a long day of leading and learning the pupils were presented with gifts such as badges and lanyards from the Youth Sport Trust, with some outstanding leaders receiving a whole bag of goodies. Due to the success of the day this will become a regular event. Plans are in place to work with other districts around Oxfordshire to run similar events next year.

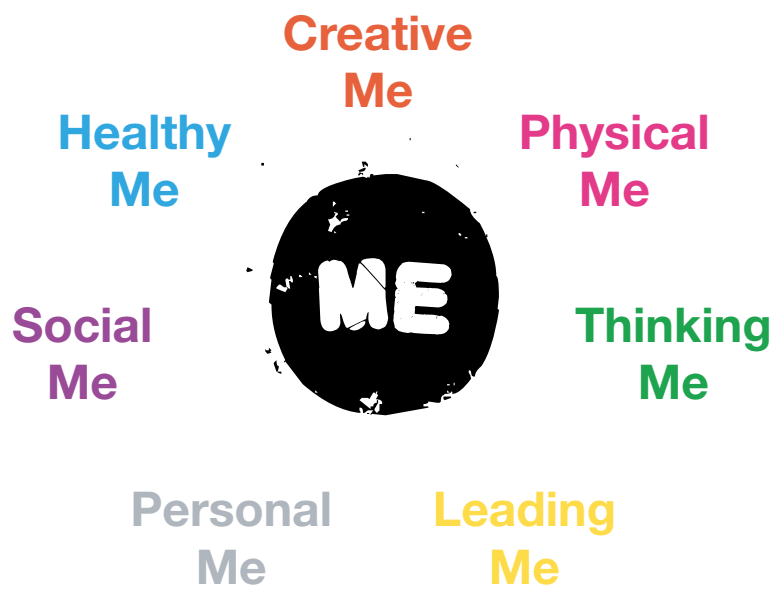
Assessment and best practice



Physical Education Assessment



Ethos and Aim: King Alfred's Physical Education department strives to discover and develop the full potential of every student within an academic and sporting environment by engaging and challenging them through an 'outstanding' curriculum. Fostering high academic and sporting performers who aspire to achieve excellence is integral to their culture and duty; enabling every student to develop all seven ME's throughout each key stage. In conjunction, it allows everyone to celebrate success on a regular occurrence.



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10
Year 7	Physical Me	Physical Me	Healthy Me	Thinking Me	Healthy Me	Thinking Me	Leading Me	Physical Me	Physical Me	Physical Me
	Block 11	Block 12	Block 13	Block 14	Block 15	Block 16	Block 17	Block 18	Block 19	Block 20
Year 8	Physical Me	Physical Me	Leading Me	Thinking Me	Healthy Me	Creative Me	Personal Me	Social Me	Leading Me	Personal Me
	Block 21	Block 22	Block 23	Block 24	Block 25	Block 26	Block 27	Block 28	Block 29	Block 30
Year 9	Physical Me	Physical Me	Leading Me	Thinking Me	Healthy Me	Creative Me	Personal Me	Social Me	Leading Me	Personal Me
	Block 31	Block 32	Block 33	Block 34	Block 35	Block 36	Block 37	Block 38	Block 39	Block 40
Year 10	Physical Me	Physical Me	Leading Me	Thinking Me	Healthy Me	Creative Me	Personal Me	Social Me	Leading Me	Personal Me
Year 11	Dependent on pathway selected by group									

CREATIVE ME

See '4 Levels of Support' page

Bronze

Silver

Gold

Platinum

B1

- I show a basic understanding of some tactics used in the game, and I have some basic ideas for performance.
- I am not yet able to adapt strategies.

B2

- I have a small input into practices to improve.
- I am able to use some strategies and tactics in games and I use some of my ideas in performance.
- I achieve some success with my strategies
- I have some input in planning basic practices to improve.

S3

- I have an understanding of tactics, have some ideas for performance, and can produce some effective results.
- I am starting to adapt strategies according to the situation.

S4

- I show some assistance in leading practices to improve performance.
- I have a sound understanding of strategies and tactics and have some good ideas for performance.

S5

- I can change my tactics and ideas according to the situation, based on my own and others' strengths and weaknesses.
- I can assist in leading practices applying my knowledge of the rules of the game/activity.

G6

- I have a good knowledge of strategies and tactics related to the activity and can apply them effectively in a competitive situation. I have good ideas for performance and use them appropriately.
- I can change my plans in response to the opposition.

G7

- I am able to take a lead in practices to improve performance, showing my knowledge.
- I have an advanced knowledge of strategies and tactics related to the activity, and can apply them with original ideas.

G8

- I am able to modify strategies according to a variety of situations and can respond effectively to the opposition.
- I show confidence in leading practices that successfully improve performance.

P9

- My knowledge of the activity is highly advanced and I can apply a variety of strategies and tactics to each competitive situation. I have a flair for creating and using my own ideas.
- I can confidently lead practices and apply my advanced knowledge to effectively improve performance.
- I am not phased by any opposition and can adapt my strategies in order to achieve success.
- I am able to take a simple idea and develop and share with individuals/group on my own. Individuals show high participation/enthusiasm/energy levels throughout.

PHYSICAL ME

Bronze

Silver

Gold

Platinum

B1

- I am able to perform skills to a basic level.
- I have a basic understanding of some techniques specific to the sport.
- I demonstrate minimal quality and control.

B2

- I can perform some techniques specific to the activity.
- I am able to perform skills acceptably.
- I can on occasions show some quality and control.

S3

- I have developed my skills in the activity and can tell the difference between them.
- I can link skills accurately and can generally perform with control, showing some quality in performance.

S4

- I can correctly demonstrate some techniques specific to the sport.
- I can select and combine different skills appropriate to the sport.

S5

- I am able to consistently perform techniques specific to the sport.
- I demonstrate consistent control and quality in performance.

G6

- I can effectively demonstrate skills in practice and competition. I am able to adapt skills according to the situation.
- I am able to perform more complicated techniques and produce a good performance.

G7

- I consistently show control, quality and originality in performance.
- I can perform advanced skills and adapt them according to the situation. I can link and combine skills in order to produce an excellent performance.

G8

- I can distinguish between different techniques and select appropriately in a competitive situation.
- My performance shows control regardless of the circumstance and clear quality in execution.

P9

- I have an excellent knowledge of advanced techniques and can perform them to a high standard.
- My performance always shows clear control and quality, as well as a fluent action in all situations.
- In activities that allow for improvisation, touch and deception I demonstrate this at an excellent level and my performance shows an excellent level of maturity.
- My skills are extremely advanced and can be modified according to the situation. I show originality in my performance of skills and demonstrate clear confidence.

THINKING ME

See '4 Levels of Support' page

Bronze

Silver

Gold

Platinum

B1

- I can make some basic comments on other students' performance.
- I can make some suggestions on how to improve my performance.
- I can set myself a basic target.
- I am yet to act on suggestions to improve.

B2

- I can briefly comment on my own and other's performance.
- I can make some suggestions on how to improve my own and other's performance.
- I have attempted to improve my performance but to little success.
- I can set myself a target and comment on if it is achieved.

S3

- I am able to compare performances and comment on some skills used.
- I understand how to improve performance and can suggest some ideas.

S4

- I understand the importance of targets and can set them appropriately.
- I show that I am willing to try to improve my own performance through some practice.
- I am able to analyse a performance and comment on different skills and ideas used. I can identify some strengths and weaknesses in a performance.

S5

- I have some good ideas for improving performances and can suggest ways to improve.
- I listen to other's advice and try to improve my performance as a result, achieving some success.
- I am able to set appropriate targets for myself and others and can accurately comment on my success.

G6

- I can analyse my own and other's performance as both individuals and as a team. I can appreciate strengths and weaknesses and comment on how they contribute to success.
- I am able to set a range of targets and can appropriately review my success.

G7

- I can plan ways to improve performance based on my analysis.
- I am able to act on decisions made in order to bring about improvement in performance.

G8

- I can critically evaluate my own and other's work, showing I understand the effect of skills, tactics, ideas and fitness on the quality of performance.
- I use my knowledge to help plan ways to improve and I can monitor progress effectively.
- I achieve great improvements as a result of acting on decisions made.

P9

- I have an advanced knowledge on which to base my analysis of performance. I can be critical of my own and other's performance based on a range of strengths and weaknesses identified.
- I am able to make well informed decisions on how to improve overall performance as well as specific features such as skills and tactics.
- I can set a range of specific targets that will improve my performance. I am able to critically review my success at achieving targets.
- I am able to set specific and measurable targets that successfully improve my performance. I am able to critically review my progress and set further targets.

HEALTHY ME

See '4 Levels of Support' page

Bronze

Silver

Gold

Platinum

B1

- I attempt most activities but show I prefer some to others.
- I can describe some ways in which exercise is good for you.
- I am able to follow instructions on how to prepare for exercise.
- I do not always like to try new challenges.

B2

- I try to develop my strength, stamina, speed and flexibility with help.
- I try to participate in all activities and I am starting to think about which type of activity I am best suited to.
- I have a basic understanding of how exercise affects the body and I can describe why it is good for you.
- I attempt to explain the importance of preparing for exercise safely, and am able to perform a few activities that show my understanding.

S3

- I have experienced different activities and can state my preferred choice. I am starting to understand how I can be suited to specific activities.
- I can participate in a team in different positions and can identify which I prefer.
- I show progress in the development of my strength, speed, stamina and flexibility in different activities.

S4

- I can cope with some of the demands of the activity but still need improvement.
- I demonstrate some basic strength, speed, stamina and flexibility in different activities.
- I understand that exercise is important for a healthy lifestyle. I can explain how the body reacts differently to different types of exercise.

S5

- I demonstrate sound physical strength, speed, stamina and flexibility through all activities.
- I can cope with most of the demands of the activity.
- I understand how different types of exercise contribute to fitness and health, and can identify types that would help me to improve.
- I can describe my own involvement in physical activity in order to improve health and well being.

G6

- I consistently demonstrate my ability and knowledge of physical skills and can help others to improve.
- I am able to cope with the demands of each activity.

G7

- I participate in a variety of activities to the best of my ability and can describe why I am more suited to some more than others.
- I can explain the benefits of regular exercise and show that I can carry out my own choice of physical activity outside of lessons.
- I use my knowledge of different activities and apply specific physical skills in order to improve. I have good general strength, speed, stamina and flexibility.

G8

- I use my knowledge of health and fitness to decide what activities myself and other's are best suited to. I can explain reasons behind my choice.
- I have a clear understanding of what it is to have a healthy lifestyle and this reflects in my own life. I participate actively in physical activity regularly out of lessons.

P9

- I am a versatile performer and can participate in a variety of activities; however I can confidently explain why I am best suited to specific activities based on my knowledge of health and fitness. I have an excellent understanding of my own and other's physical and mental capacity.
- I can demonstrate physical strength, speed, stamina and flexibility in all activities to the highest standard.
- I consistently record and maintain high results over a period of time when testing personal HRE and SRF components.



B1	<ul style="list-style-type: none"> I am mainly a performer in activities but I understand there are different roles I could take on. I show limited signs of determination. 	<ul style="list-style-type: none"> I get upset in uncomfortable situations. I show limited signs of confidence.
B2	<ul style="list-style-type: none"> I am beginning to understand when and why I get upset in uncomfortable situations. I can identify different roles to take on and can attempt some of them. 	<ul style="list-style-type: none"> I attempt some new skills to the best of my ability. My confidence is developing particularly in unfamiliar situations and I am becoming more determined. I can cope with my emotions but don't like to show them.
S3	<ul style="list-style-type: none"> I can perform an appropriate warm up activity for the activity I am doing, and explain the affects of preparing for exercise on my body. I can explain the different parts of a warm up. 	<ul style="list-style-type: none"> I am becoming more confident and will try hard to succeed.
S4	<ul style="list-style-type: none"> I can express my emotions and am starting to learn how to deal with them properly. 	<ul style="list-style-type: none"> When I am asked, I can help other students complete a safe and effective warm up activity and help them understand that there are different parts to a warm up.
S5	<ul style="list-style-type: none"> I have the confidence to give it a go and am determined to try and succeed. 	<ul style="list-style-type: none"> I can express my emotions and deal with them appropriately.
G6	<ul style="list-style-type: none"> I have the confidence to give it a go and am determined to try and succeed. 	<ul style="list-style-type: none"> I can express my emotions and deal with them appropriately.
G7	<ul style="list-style-type: none"> I am confident when performing and am determined to succeed both individually and as a team. I understand about sportsmanship and can support others when they are struggling to deal with my own emotions. 	<ul style="list-style-type: none"> I am confident in taking on a variety of roles and I am a competent leader. I can take control of a situation and apply rules appropriately. I recognise which position in a team I am best suited to.
G8	<ul style="list-style-type: none"> I am a leading player in all activities and can confidently cope with the demands of each. I am confident, focused and determined to succeed in all situations 	<ul style="list-style-type: none"> I can help others to experience success through a variety of activities.
P9	<ul style="list-style-type: none"> I confidently take a leading role in lessons, showing knowledge, organisation and communication. I have advanced understanding of rules and regulations allowing me to officiate large games. I am able to plan and evaluate my own and other's involvement in physical activity and can explain the benefits of exercise in order to encourage others. 	<ul style="list-style-type: none"> I am extremely confident in myself and driven to succeed whatever the task. I can give detailed suggestions as to how others and I can improve physical and mental capacity.

Bronze

Silver

Gold

Platinum

B1

- I can concentrate on a task independently and begin to challenge myself.
- I know where I am with my learning.
- I am confident when performing in front of others.

B2

- I can cope with and react positively to failure.
- I can recognise my strengths and weaknesses and can set appropriate targets.
- I can persevere with a task and improve my performance through practice.

S3

- I am self motivated, committed to practice and show a clear desire to improve.
- I see new activities as a challenge and not a threat.

S4

- I make changes once I or others have evaluated my performance.
- I remain calm and positive when things become difficult.

S5

- I can accept critical feedback and act on it.
- I take responsibilities for my own learning and can create my own learning plan and revise that plan appropriately.

G6

- I am motivated to improve and regularly practice my skills outside structured lessons/sessions and organised clubs.
- I demonstrate resilience in my learning and regularly choose to revisit/reinforce a skill or group of skills.

G7

- I am willing to stick to my game plan or take appropriate risks by adapting my actions quickly in pressure situations.
- I have determination to develop and I am committed to self reflection and self improvement, regardless of how successful I am.

G8

- I acknowledge and consistently see opportunities to work on my weaknesses.
- I have an excellent understanding of my own and other's physical and mental capacity whatever the task.
- I can maintain my performance in high pressure situations.

P9

- I can give detailed suggestions as to how I and others can improve their physical and mental capacity.
- I can demonstrate on a consistent basis the ability to maintain a high level of performance even when outside my (physical/mental/social) comfort zone.
- I am extremely confident in myself and driven to succeed in all activities I am involved in.

LEADING ME

Bronze

Silver

Gold

Platinum

B1

- I can demonstrate a very basic level of performance helping the teacher deliver a practical activity for beginners.
- I am starting to show signs of confidence, displaying very limited organisational and communication skills.

B2

- I can help to set up activities within a session and play a minor role in encouraging participants.
- I can demonstrate an ability to assist in the planning and delivery of a skill activity.
- I can identify some obvious strengths or areas for development but unable to make any evaluation.
- I can lead a basic three stage warm to a small group.

S3

- As a leader, I am confident in certain situations, displaying some good organisational and communication skills.
- I can officiate with the support of a teacher or fellow student.

S4

- The student can evaluate performances, indicating strengths and areas for development, and be able to give some helpful feedback.
- My confidence is improving and I am able to communicate with a whole group.

S5

- I can effectively work in a group to deliver a skill activity to the whole class.
- I can effectively officiate an activity of my choice however can struggle with some activities.

G6

- As a leader, I am confident in most situations, displaying good organisational and communication skills.
- I can deliver an effective three stage warm up to the whole group.

G7

- I can plan basic skills practice/fitness sessions. It will be evident that the performance of the group/team or individual has made some improvement.
- I can effectively plan and lead a skill activity to a group.

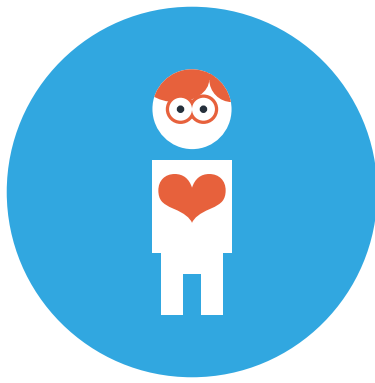
G8

- I can evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback.
- I plan advanced skills practices and fitness sessions aiming to improve the performance of the group/team or individual.
- I can effectively officiate any activity, ensuring the rules are in place and all individuals are safe.

P9

- I can accurately pinpoint a performer's strengths and areas for development and be able to give detailed feedback.
- I can demonstrate an ability to plan and deliver a number of training/practice sessions for individual participants/team representing, for example, centre/junior club/region.
- I am an inspirational leader, confident, highly organised, and display excellent communication skills.

Development of the whole person



SCHOOL GAMES



Developing the whole person for beyond school and the future

More able and talented pupils in PE benefit from challenging and personalised learning journeys. Schools have a responsibility to empower pupils to hold high aspirations and support them in achieving their true potential through developing their personal, social, cognitive, creative and physical skills. It is about the 'Whole Me' not just the 'Physical Me'!



Support activities offered to students on the KATS programme:

KATS workshops:

- Goal setting
 - Planning
 - Time management
 - Performance improvement
 - Communication and nutrition – JAE programme
 - Nutrition
-
- Meeting other KATS
 - Mentoring – someone to talk to if needed (AP and other PE staff)
 - Fitness testing
 - Training ideas and methods
 - Flexibility training and advice
 - KATS notice boards – celebrate success
 - Badges to be worn for recognition around college
 - Visits to Bath and/or Loughborough Universities – enrichment opportunities
 - Meet role models – Joe Glanfield, Guin Batten, Steve Redgrave, Denise Lewis, Alex Danson, Michelle Robinson, Ian Rose, Jeanette Kwayke
 - Parents meeting at the start of the programme
 - Public speaking and interview opportunities
 - Flexible timetabling – more opportunities / time off for training and matches / support from teaching staff
 - Sports Therapy support
 - Access to Rotary funding – an application and interview process in support of seeking financial support for training costs.



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and King Alfred's Academy.**

