

**1 of 21 The National Strategies**  
**Classroom Quality Standards in Gifted and Talented Education**  
**Layer 2 – PE**

Features and prompts	Entry	Developing	Exemplary
<b>1. Conditions for learning</b> How well do learning conditions ensure that learners are healthy and safe and enjoy their learning?	Learners are safely and fully engaged in activities they enjoy, showing confidence and interest and demonstrating a desire to improve. Learners show respect, demonstrate positive attributes and have an awareness of others' abilities.	Learners are safely and fully engaged in a range of activities, with higher levels of confidence and interest, and reflect on their learning in order to make good progress. Learners show and receive respect, demonstrate positive attributes in any context and have an understanding of others' abilities.	Learners are highly motivated and safe, even in unfamiliar activities, and reflect on their own and others' learning, challenging each other and taking risks, in order to achieve excellent progress. Learners show and receive respect, demonstrate positive attributes in any context and have an understanding of others' abilities and how they can work together to achieve more.
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Learners are engaged in the learning activities.</li> <li>• Lessons create excitement and develop confidence to engage learners in a range of activities.</li> <li>• Differentiated tasks and resources are deployed to ensure learners are challenged in all key processes of the National Curriculum (NC).</li> <li>• Learners work well, with support from the teacher, progressing to working well on their own.</li> <li>• Independent learning is common practice to challenge learners further in all key processes and range and content of the NC.</li> <li>• Learners are able to use research to develop their own and others' skills and abilities.</li> <li>• Learners work well in a team, using their own and others' skills and abilities.</li> <li>• Learners are engrossed in learning on their own and when working with others.</li> <li>• Learners engage in less familiar and more challenging activities and tasks with confidence and enthusiasm.</li> </ul>		

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	<b>Teacher's own evidence and next steps</b>		
How well is learning linked to the working world beyond the classroom, allowing learners to make informed connections and decisions for learning?	<p>Learners experience activities and related tasks that are regularly placed in a sporting context.</p> <p>Learners are encouraged to link their learning within PE (e.g. transferable skills), across other subjects and to the community, in order to be more effective learners and decision-makers.</p>	<p>Learners solve problems from a variety of sporting contexts and in various roles, using their prior knowledge and experiences.</p> <p>Learners identify links within PE, across other subjects and to the wider community.</p>	<p>Learners solve problems from sporting contexts, which require independent research and reflection to obtain solutions.</p> <p>Learners identify and develop the links within PE, across other subjects and into the wider community of the sport and leisure industry.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>Curriculum plans may use the principles of a 'Sport Education' model in order to engage pupils in their own learning in a variety of roles and contexts.</li> <li>Learners can relate these roles to possible future study or voluntary work.</li> <li>Learners will work in a variety of roles and environments with growing confidence.</li> <li>Learners can explain how their learning in school could be used in an external environment.</li> <li>Learners are given responsibility within a variety of roles and contexts.</li> <li>Learners can identify their strengths in these roles and how they might influence their future pathway in education or as a performer, coach or officiator.</li> <li>Learners will develop their own skills and abilities in a range of different roles and environments.</li> <li>Learners can translate their learning in school and describe how it can be used in a variety of external environments.</li> <li>Learners are confident to make judgements, and take decisions based on those judgements, in a wide range of roles.</li> <li>Learners take on responsibility by volunteering or role-modelling their skills in the school environment and local community.</li> <li>Learners take on a variety of roles in different contexts, in high-quality sports clubs and other providers in the community, liaising and working with others.</li> <li>Learners can operate in an external environment, using and developing skills and abilities acquired in school.</li> </ul>		
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<p>How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?</p>	<p>Learners feel confident in using appropriate language and demonstration to share their knowledge and understanding in PE with their peers.</p> <p>Learners are given regular opportunities to reflect upon their work and performances and identify areas for development, in collaboration with their teachers.</p> <p>Learners experience a range of roles (such as performer, coach, leader, choreographer, official, analyst) with a close group of peers.</p>	<p>Learners confidently use language, terminology, demonstration and ICT to share their understanding and critically to analyse what they observe, in order to aid improvement for themselves and others.</p> <p>Learners regularly evaluate their own progress and achievement and set themselves new appropriate challenges (linked to the five abilities in PE).</p> <p>Learners are encouraged to take on new roles, with different peers or younger learners, in order to further their development.</p>	<p>Learners are creative, precise, encouraging and secure in their communication with others and contribute to a 'can do' ethos in and beyond the classroom.</p> <p>Learners, through continuous self-reflection, make excellent progress in PE (linked to the five abilities) by working in a wide range of contexts, which inspires the learner to achieve.</p> <p>Learners challenge themselves to take responsibility for themselves and others in more complex roles.</p>
	<p style="text-align: center;"><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Learners show confidence, control and creativity when interacting with their peers.</li> <li>• Learners can explain the five abilities and self-review against them.</li> <li>• Learners can articulate their understanding, using verbal and non-verbal communication skills.</li> <li>• Learners are encouraged to be creative in their learning to demonstrate flair and expression in their performance with others.</li> <li>• Learners can work independently to develop their own abilities.</li> <li>• Learners can develop their ability to articulate understanding, using verbal and non-verbal communication skills.</li> <li>• Learners demonstrate high-level skills and abilities, and are used as role-models for their peers.</li> <li>• Learners can articulate which of the five abilities they need to develop and how they might do this.</li> <li>• Learners can work with others collectively to develop all their identified abilities.</li> <li>• Learners can work with others to develop the ability of all to communicate their understanding through verbal and non-verbal communication skills.</li> </ul>		
	<p style="text-align: center;"><b>Teacher's own evidence and next steps</b></p>		

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<p><b>2. Development of learning</b></p> <p>How well is an understanding of how learning develops applied and used to support pupils' learning?</p>	<p>Learners' different styles are planned for and they are given varied opportunities (through recognition of the five abilities in PE) that bring out the best in each individual.</p> <p>Learners' needs are provided for through individual and group work, which encourages Personal, Learning and Thinking Skills (PLTS) as well as challenging kinaesthetic learners in the physical environment.</p> <p>Modelling learning approaches from teachers and external coaches and adults supporting learning (ASL) enhances the learning environment.</p>	<p>Learners are encouraged and challenged to develop their weaker approaches to learning in the five ability areas of the Framework, as well as taking their preferred styles to a higher level or order.</p> <p>Learners and their teachers work collaboratively on the most effective approach to learning, to enable personal progress.</p> <p>Open tasks with engaging stimuli allow learners to be innovative, creative, imaginative and reflective, and to demonstrate 'flair'.</p> <p>Learners are able to take the lead or be effective 'team players' while challenging others to progress.</p>	<p>Through wide and deepening experience of the five abilities, learners achieve at a high level and understand how these inter-relate and build the concept of the 'Complete learner' in PE.</p> <p>Learners increasingly adopt their own approaches to learning, ensuring reflection leads to progress and excellent performance.</p> <p>Learners apply their learning experiences highly effectively in the wider contexts and dimensions of PE and sport.</p> <p>Learners can approach learning through a variety of roles, which allows themselves and others to achieve in a climate of high aspirations.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Learners are familiar with and can appreciate tasks that are developing their personal, learning and thinking skills.</li> <li>• Learners can appreciate the need to develop the five abilities in order to become the 'complete performer'.</li> <li>• Learners are becoming increasingly aware of their own strengths and weaknesses in relation to PLTS and the five abilities.</li> <li>• Learners can communicate the need to develop all abilities in order to work effectively as an individual or team member.</li> <li>• Learners have identified their areas for development and are able to identify (with guidance) opportunities to develop their own skills and abilities in order to become a 'complete performer'.</li> <li>• Individual creativity, critical analysis, exceptional performance, social interaction and reflective thinking are all evident in the individual or team performance.</li> </ul>		
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How well are learners enabled to take charge of their own learning and become self-regulating?	<p>Learners are supported to reflect upon their approach to learning in PE.</p> <p>Learners understand their areas of strength (in relation to the five abilities) and find solutions to aspects that may be a barrier to further progress.</p>	<p>Learners are increasingly independent in their approach to learning in PE.</p> <p>Learners know what they need to do to progress (in relation to the five abilities) by setting ambitious personal targets.</p>	<p>Learners have high-order self-analytical skills (in the five abilities), leading to innovative approaches to learning in PE for themselves and others.</p> <p>Learners' shared approaches to learning result in high-level achievement for themselves and support for others.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Self-assessment and peer-assessment are used to help learners evaluate their own and others' performances.</li> <li>• Planning provides opportunities and a variety of teaching styles to accommodate differing learning styles and needs.</li> <li>• Use of self-assessment and peer-assessment informs both future planning and learning.</li> <li>• Learners have an increased awareness of their own learning style, which influences their independent learning.</li> <li>• Analytical discussion identifies areas for personal development.</li> <li>• Learning pathways can be chosen and followed, based on self-assessment and peer-assessment information.</li> <li>• Learners are increasingly independent in their own learning.</li> <li>• Learners can identify their preferred learning styles and negotiate and consult to construct the most effective pathway.</li> <li>• Learners are able to develop and extend their own criteria for assessment.</li> </ul>		
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<p><b>3. Knowledge of subjects and themes</b></p> <p>How well are knowledge and skills of subjects and themes used to stimulate and challenge gifted and talented (G&amp;T) learners?</p>	<p>Learners are engaged and motivated by confident and competent teachers and adults supporting learning (ASL), who use specialist knowledge to inspire, enthuse and challenge.</p>	<p>Learners are challenged according to their individual needs, as a result of the increased understanding of teachers' and ASLs' subject knowledge and pedagogy.</p> <p>Teachers and ASL access high-quality continuing professional development through the wider networks for PE and sport.</p>	<p>Learners are inspired to apply their knowledge, skills and understanding in increasingly complex situations. Effective teaching styles increase learners' understanding and independence.</p> <p>Teachers and ASL continually develop their pedagogy through their own reflective and collaborative practice in PE.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Resources have been used effectively to challenge and stimulate learners.</li> <li>• Resources have been shared and used by other colleagues within the school.</li> <li>• Planning has taken into account prior learning and the needs of individuals.</li> <li>• Teachers regularly share emerging good practice, in their own school and with other subject leaders, in their own and in partner schools.</li> <li>• Provision is made to challenge young officials, leaders, choreographers and coaches as well as performers.</li> <li>• Teachers and ASL regularly evaluate their own and others' teaching and reflect on practice.</li> <li>• Other colleagues and schools look to these teachers for knowledge and good practice.</li> <li>• Learners take the opportunity to lead sessions and reflect and refine, using self-assessment and peer-assessment.</li> <li>• Pupil voice leads to improved planning and future learning.</li> </ul>		
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How well is learning developed through specific subject knowledge and skills?	Learners 'ability to acquire, develop and apply skills and evaluate their own work is enhanced by drawing on personal experiences and other aspects of the curriculum.	Learners demonstrate depth and proficiency in their knowledge and understanding by applying their skills in (for example) technical, tactical, compositional, organisational, analytical, observational, theoretical or scientific contexts.	Learners regularly take the opportunity to explore and develop their understanding through links across other subjects and the wider context of PE and sport.  Learners are encouraged to achieve at higher levels through excellent planning, coaching and mentoring from their teachers and other adults.
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• All learners' needs are met, as clearly demonstrated by the learners' engagement.</li> <li>• Differentiation has led to good or better progress being made by all learners.</li> <li>• Standards are raised as a result of effective Assessment for Learning (AfL) strategies.</li> <li>• Learners are able to communicate and demonstrate what and how they have learnt, in a variety of contexts.</li> <li>• Learners are able to use their own assessments accurately to progress.</li> <li>• Learners are able to apply and transfer their knowledge in other subjects and in the wider context of PE and sport.</li> <li>• Learners are able to assess their work and that of their peers accurately and use such assessment to progress.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		
How well is the curriculum adapted to address the needs of different learners?	Teachers know the needs of their learners and skilfully adapt their curriculum and delivery, according to these needs and interests.	Teachers know the needs of their learners and have increasing understanding of the necessity to adapt styles, strategies and curriculum content to ensure appropriate challenge in learning.  Learners are offered regular opportunities to use and apply technology (e.g. video analysis) and other resources to extend their subject skills and knowledge.	Learners successfully and confidently use their PE-specific and cross-curricular knowledge and skills in open-ended curriculum activities supported by a wide range of resources.

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	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Regular learner consultation leads to ongoing curriculum change.</li> <li>• Learners make good or better progress through differentiated units of work and lessons.</li> <li>• Evaluation of the curriculum, and how well it meets the needs of all learners, gives the opportunity for pupils to experience technology and resources.</li> <li>• Learners are given the opportunity to select their learning pathway.</li> <li>• Planning shows a range of delivery styles to meet learners' needs.</li> <li>• Learners adapt use of technology and resources to challenge themselves and others.</li> <li>• Regular opportunities are built into the curriculum for learners to access PE-related technology, resources and support.</li> <li>• Learners can negotiate their learning pathway.</li> <li>• Plans for individual learners are regularly reviewed to ensure progress.</li> <li>• Learners are confident and use the virtual learning environment (VLE) regularly.</li> <li>• Learners demonstrate transferable skills in a range of cross-curricular activities, being able to apply key principles effectively.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		
<p><b>4. Understanding learners' needs</b></p> <p>How well are the emotional and social needs of the learner identified and addressed?</p>	<p>Learners' emotional and social needs are recognised through talking to the learner, their parents and carers and other adults.</p> <p>Learners' needs are recognised and supported, not just through the physical, but also in relation to their cognitive, social, personal and creative abilities.</p>	<p>Learners' specific social and emotional needs are supported through effective mentoring and coaching.</p> <p>Learners and parents and carers are fully aware of the support for young people who are recognised as achieving beyond their peers in physical education.</p>	<p>Learners' needs are regularly reviewed by teachers and mentors, in consultation with the young person and their parents and carers.</p>



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	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Transition records acknowledge the range of abilities of the young person, and include their social and emotional needs.</li> <li>• Learners' individual needs are recognised and, as a result, they can access or be signposted to appropriate support.</li> <li>• Learners are effective and confident communicators with their mentors and coaches.</li> <li>• Learners have regular allocated meetings with their mentors.</li> <li>• Learners are guided towards appropriate pathways in order to realise their potential.</li> <li>• Learners suggest their own targets, which reflect their social and emotional needs.</li> <li>• Learners feel able to express themselves in discussion with their parents, coaches and mentors.</li> <li>• Learners are empowered to develop strategies to address challenges relating to their emotional and social needs.</li> <li>• Learners develop the ability of self-management.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		
How well are barriers to learning identified and removed?	<p>Teachers recognise that there are various ways in which learners can demonstrate ability in PE (e.g. coaching, officiating, choreographing, leading).</p> <p>Teachers are aware that, for some learners, influences outside school may hinder their potential achievement in PE and sport.</p> <p>Teachers are proactive in communicating with others (who have a key role for G&amp;T policy and provision) about how they might contribute positively to support learners.</p>	<p>Teachers ensure there are 'revealing opportunities' for all learners to demonstrate their ability in the full context of PE.</p> <p>Teachers are aware of the values of mentoring and coaching strategies for learners, to support achievement, confidence and self-esteem and help balance their lifestyle.</p> <p>Learners who are recognised as gifted and talented in PE and sport are regularly discussed with the school G&amp;T leading teacher.</p>	<p>Teachers ensure that whole-school coordinated strategies are embedded in their practice and actively support the learner to reach high levels of achievement.</p>

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	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• The needs of individuals are met by modifying the curriculum and timetable as necessary.</li> <li>• Learners' various roles and abilities are represented on the G&amp;T register.</li> <li>• Whole-school policies and procedures are in place to share knowledge of learners' abilities.</li> <li>• Flexibility in curriculum pathways and approaches for individual learners are embedded and are common practice.</li> <li>• Exchange of information occurs between the subject leader and G&amp;T leading teacher at regular meetings, leading to targeted support.</li> <li>• Learners having regular relevant meetings with mentors to pre-empt challenges that learners may face.</li> <li>• Learners achieve well because their curriculum pathway helps them to be successful and (if talented performers) maintain a balanced lifestyle.</li> <li>• Records of discussion (focusing on the support for learners) with outside agencies are maintained to ensure a coordinated approach.</li> <li>• Learners and mentors negotiate solutions to overcome barriers.</li> <li>• Learners' own responsibility to overcome barriers increases.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		
How well is gifted and talented learners' progress assessed, monitored and evaluated in order to raise achievement?	<p>Learners are recognised and assessed (e.g. using the five ability areas of the Framework, National Curriculum, PE-related accreditation) through clear criteria, which includes learner self-assessment.</p> <p>Teachers make good practical use of transition information (group-to-group and key-stage to next key-stage) to ensure continuity and progression.</p> <p>Teachers are clear in sharing assessment and transition information with learners and their parents and carers.</p>	<p>Learners are actively engaged in assessing their own progress. This informs future learning, where challenging and appropriate targets are set.</p> <p>Teachers' planning considers 'stage not age' and is effective in challenging the learners in areas of strength and in making progress in their areas for development.</p>	<p>As a result of effective evaluation, learners set their own challenges and work collaboratively with their teachers, and a range of partners, to direct their own personal pathway.</p>

	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Learners achieve beyond age-related expectations, as signposted in the attainment target for PE (level descriptors).</li> <li>• Assessment for Learning, as well as assessment of learning, is embedded in practice (e.g. higher-order questions, shared learning goals, feedback) that leads to improvement.</li> <li>• Through teacher-assessment, learner self-assessment and peer-assessment, pathways of learning are refined and amended.</li> <li>• Progress in all five abilities are constantly assessed, monitored and evaluated by teachers, learners and peers. <ul style="list-style-type: none"> <li>— Physical ability is demonstrated through learners' control, agility, balance, reaction and response time, coordination, spatial awareness, precision, consistency and ability to cope with the demands of performing at a high level.</li> <li>— Social ability is demonstrated through learners' independence, confidence, risk-taking, leadership, work with others, communication, reflection.</li> <li>— Personal ability is demonstrated through learners' intrinsic motivation, determination, competitive edge or will to win, commitment, concentration, seeking and responding to challenges (use of 10 high-quality PE outcomes).</li> <li>— Cognitive ability is demonstrated through learners' processing of information to inform judgements, transference of skills, understanding of complex tasks, decisions and tactics in challenging situations, appreciating and analysing strengths and weaknesses, showing an effective movement memory.</li> <li>— Creative ability is demonstrated through learners' original responses, use of imagination, flair, rhythm and fluency.</li> </ul> </li> <li>• Learners take responsibility for developing the five abilities through negotiation with teachers, mentors and significant others. Effective monitoring and evaluation will help to focus the learner on fewer abilities and support their areas for development.</li> </ul>
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How well are the training and learning needs of teachers and teaching assistants identified, in order that they can meet the needs of learners?	The needs of gifted and talented learners in PE are supported by appropriate continuing professional development (CPD), including coaching and collaborative working, for teachers and adults supporting learning (ASL).	<p>Teachers' CPD for G&amp;T provision in PE is designed through shared expertise and experiences and forms a part of the induction process for staff.</p> <p>Teachers know where they can seek further support for CPD through the wider PE and school sport network and the local delivery agency (LDA).</p>	<p>Teachers engage in proactive and analytical CPD, for example, action research projects are undertaken and shared within school and the wider PE and school sport network.</p> <p>Good practice is shared between all partners to enhance provision for the learner and reflect upon what has made a real difference to the young person.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• School brokering and signposting CPD opportunities are available for all staff.</li> <li>• Induction for new staff (including ASL and teaching assistants) is in place.</li> <li>• There is a regular audit of staff needs and tracking of CPD in place.</li> <li>• There are opportunities for staff to communicate strengths of their own provision within school.</li> <li>• G&amp;T school policies are integrated into practice within PE.</li> <li>• There is collaboration between the G&amp;T leading teacher and PE subject leader.</li> <li>• The G&amp;T leading teacher audits and coordinates CPD.</li> <li>• Opportunities exist for staff to communicate the areas for development in their own school provision.</li> <li>• The induction process raises awareness of learners' needs.</li> <li>• CPD opportunities are accessible through the LDA.</li> <li>• Learners contribute to staff CPD where appropriate.</li> <li>• Regular area meetings and CPD opportunities are held with key partners, for example, the LDA facilitates the sharing of effective practice.</li> </ul>		
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<b>5. Planning</b> How well does planning build on gifted and talented learners' prior knowledge and attainment?	Teachers review and value learners' prior experience and the outcomes are used to inform future planning.  Cross-phase and cross-year group discussions with other teachers and adults (in sport-related contexts) are used to analyse prior learning and experiences.	Continued collaboration is planned for, on a systematic basis. This ensures continuity of progress for the learner across different settings, within and beyond the classroom.	Teachers and other adults from school and community sport facilities communicate on a regular basis to review and improve provision for learners.  Teachers and other adults from school and community sport facilities ensure that personal targets and appropriate experiences in PE are set, according to the stage of learning rather than the learner's age.
	<p style="text-align: center;"><b>Evidence – things you might look for</b></p> <ul style="list-style-type: none"> <li>• Planning builds on what has been experienced before, for example, unfamiliar contexts, increased complexity, range of roles and responsibilities, increased physical demand, across activity, range and content areas and between subjects.</li> <li>• Sessions and resources are adapted appropriately.</li> <li>• Transition information is used to inform the planning provision.</li> <li>• Teachers regularly discuss and collaborate on appropriate strategies for individual gifted and talented learners to enable progression.</li> <li>• Planning has clear targets for each gifted and talented learner, which are not age-specific but based on their individual needs.</li> <li>• Relevant adults (teacher, coach, parents and carers) regularly review the provision for each learner.</li> </ul>		
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How well is planning used to improve outcomes for all learners?	<p>Clear learning outcomes and success criteria reflect and match learners' needs and capabilities in PE, both in and beyond the classroom.</p> <p>Learners experience well-planned activities in the physical environment, which are varied and challenging and encourage engagement and ownership of learning.</p>	<p>Planning is flexible and gives learners the opportunity to complete tasks through a range of learning approaches, developing their higher-order skills.</p> <p>Learners have well-planned opportunities in PE to engage in high-quality experiences that, through their level of complexity and unfamiliarity, can 'reveal' undiscovered abilities.</p>	<p>Flexible planning and resourcing enables learners to make excellent progress and respond in their own style.</p> <p>Learners explore beyond PE, confidently transferring their knowledge, skills and understanding to new contexts.</p>
	<p><b>Evidence – things you might look for</b></p> <ul style="list-style-type: none"> <li>• Success criteria in medium-term and short-term planning are sufficiently challenging for gifted and talented learners.</li> <li>• Learners enjoy and achieve in a variety of activities and roles.</li> <li>• Learners recognise how to achieve success in lessons and units of work.</li> <li>• Learners' hidden gifts or talents are revealed, due to the breadth of experiences and opportunities.</li> <li>• Plans are regularly reviewed and adapted to meet the needs of the talented participants.</li> <li>• Learners are encouraged to apply skills from other areas of learning when responding to tasks.</li> <li>• Flexible plans lead to a greater use of imagination, originality, flair and creativity.</li> <li>• Learners are able to recognise and develop skills across all five abilities.</li> <li>• Learners regularly employ skills and abilities from other areas of learning.</li> </ul>		
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How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression?	<p>Existing tasks are adapted to increase challenge and complexity for learners, to allow greater choice and independence, for example, altering the space, task, equipment and number of people involved.</p> <p>Planning takes into account out-of-school-hours activities to ensure progression.</p> <p>Teachers consider the five abilities in PE when planning for extension, enrichment and progression.</p>	<p>Planning encourages exploration, risk-taking and problem-solving to facilitate innovative responses.</p> <p>Planning highlights personalised tasks for gifted and talented learners to challenge and extend their knowledge, skills and understanding.</p> <p>Teachers know the strengths and areas for development of each gifted and talented learner and set targets linked to the five abilities.</p>	<p>Planning gives opportunities for collaborative, creative and original responses. These can be used by learners to plan their own targets.</p> <p>Learners are able to apply their skills, knowledge and understanding in and beyond the curriculum.</p> <p>Gifted and talented learners know their own strengths and areas for development, linked to the five abilities, and plan their own tasks to work on each.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• There is differentiation within lesson plans.</li> <li>• Plans enable gifted and talented learners to be engaged and motivated throughout lessons.</li> <li>• Planning shows pace and challenge appropriate to learners' needs.</li> <li>• Open-ended tasks feature within the planning.</li> <li>• Planning challenges learners to think about how they learn.</li> <li>• Planning enables learners to be innovative and explore possibilities.</li> <li>• Learners can develop action plans to strengthen areas of weakness in the five abilities.</li> <li>• Plans enable gifted and talented learners to lead their own and others' learning, in and beyond the curriculum.</li> <li>• Planning highlights higher-order questioning to provoke appropriate levels of response from gifted and talented learners.</li> </ul>		
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<p><b>6. Engagement with learning and learners</b></p> <p>How well are teaching and learning skills and resources deployed to extend, inspire and challenge gifted and talented learners?</p>	<p>Learners are presented with clear and challenging learning objectives.</p> <p>Teachers effectively use and deploy the skills of their teaching assistants and coaches to bring out the best in their learners and enhance their experiences.</p> <p>Teachers have researched the use of resources, including ICT, for delivery to gifted and talented learners to motivate and impact on their learning.</p>	<p>Learners negotiate the activity and task intentions with their teachers, teaching assistants and coaches.</p> <p>Teachers, teaching assistants and coaches interact with learners to ensure they are challenged sufficiently. Learners are encouraged to share experiences and maximise learning.</p> <p>Teachers, teaching assistants and coaches guide learning experiences according to the needs of individual gifted and talented learners.</p>	<p>Learners use their experiences and skills to drive their own learning and positively influence lesson activity intentions.</p> <p>Learners are supported by teachers, teaching assistants and other sports professionals to develop their own objectives and enhance their learning experiences.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Learning objectives show clear differentiation, designed to meet the needs of learners, and clear instructions for other adults who may support the class.</li> <li>• Teaching assistants and coaches understand their roles in supporting learners.</li> <li>• Appropriate learning resources are used to enhance and enrich the learning experience.</li> <li>• Time is allocated for learners to influence the activity intentions.</li> <li>• Learners are given opportunities to share experiences with like-minded learners.</li> <li>• Teachers and teaching assistants understand the individual needs of learners, which enables appropriate challenge.</li> <li>• Learners take the responsibility to influence activity outcomes.</li> <li>• Learners are able to develop personal objectives and evaluate their own learning.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		



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How are available organisational structures and settings within the school used to identify potential and raise achievement?	<p>Learner grouping is informed by ongoing assessment and is planned to provide increasing levels of challenge.</p> <p>Learners are given opportunities to experience and explore the full range of PE contexts, including leading, coaching and officiating.</p>	<p>Learner grouping is flexible and matched to learners' needs.</p> <p>There is recognition and embedding of the five abilities in PE to create opportunities to maximise potential and minimise underachievement.</p>	<p>Grouping is flexible and closely matched to learning needs.</p> <p>Learner groupings use other settings and environments that can provide an enriched experience in PE.</p> <p>Young talented performers in sport are allocated time and resources to follow their personalised talent support programme in PE.</p>
	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Groups reflect assessment processes and provide appropriate challenge to learners.</li> <li>• Group and curriculum design enable effective deployment of staff.</li> <li>• Curriculum design ensures that learners have opportunities to develop and strengthen their particular skills.</li> <li>• Groups are based on the five abilities or a similar approach.</li> <li>• Learner groups are flexible and may change as appropriate to needs.</li> <li>• Additional specialists enhance the learning experience.</li> <li>• Teachers plan new opportunities that reveal and unlock potential.</li> <li>• Groups are based on specific needs.</li> <li>• Experiencing learning in different settings and contexts impacts positively on the learning outcomes.</li> <li>• Gifted and talented learners have a curriculum pathway that reflects their personalised learning programme.</li> <li>• Learners may quickly adapt to groups, showing high-level abilities in leadership, teamwork and performance.</li> </ul>		
	<p><b>Teacher's own evidence and next steps</b></p>		

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<p><b>7. Links beyond the classroom</b></p> <p>How well are learning, and opportunities for learning, beyond the classroom encouraged, known about, built upon and celebrated?</p>	<p>Learners access independent study and out-of-school-hours learning activities that extend interest and raise achievement.</p> <p>Learners are informed about and supported in accessing specific activities, events or opportunities in a variety of roles, in areas such as after-school clubs, competitions and sporting events.</p> <p>Teachers endorse the role of sports, dance and similar groups in G&amp;T development.</p>	<p>Learners are helped to explore new and wider learning opportunities at local, regional and national levels, such as School Sport Partnerships and NGB programmes.</p> <p>Teachers are involved in the school's evaluation of the contribution local clubs and groups can make to the development of gifted and talented learners.</p> <p>Teachers support the development of links to sports, dance and similar groups that can enhance G&amp;T development.</p>	<p>Learners make sustained and secure links with external agencies, such as coaches, clubs, NGBs, to provide opportunities to apply their learning.</p> <p>Teachers support the talent development policies that are designed in partnership with sports, dance and similar groups.</p> <p>Teachers use expertise and willingness of local individuals and groups who can contribute to the talent development programme.</p> <p>The 'pupil voice' of gifted and talented learners makes a formative contribution to developments in the school as a learning community.</p>
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	<p style="text-align: center;"><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"> <li>• Independent learning assignments are set that extend and enhance learning in the classroom.</li> <li>• The school advertises opportunities for gifted and talented learners to extend their ability through participation at relevant school-based clubs and groups.</li> <li>• ‘Pupil voice’ is used effectively.</li> <li>• Images of excellence, featuring learners’ achievements, are visible around the school.</li> <li>• Opportunities to perform to different audiences or in competitive situations are planned for.</li> <li>• Independent learning assignments are set that challenge, extend and enhance learning in the classroom.</li> <li>• Teachers record information about those clubs and groups that can contribute to learning opportunities for gifted and talented learners.</li> <li>• New club members are identified, as a result of positive links with the community.</li> <li>• Formal links with high-quality clubs and groups are in place in the local community.</li> <li>• Learners are supported through the Junior Athlete Education (JAE) framework or similar principles.</li> <li>• Learners are keen to perform or compete and request more opportunities.</li> <li>• Young Ambassadors are used effectively as inspirational role-models.</li> <li>• Independent learning assignments are negotiated that allow for originality and alternative responses.</li> <li>• Formal sustainable effective links exist with clubs, coaches, national governing bodies (NGBs) and Higher Education Institutions (HEIs).</li> <li>• Teachers discuss learners’ experiences outside school with them and use the information to enable learners to take responsibility for their role in PE and sport in the school, for example, officiating, organising fixtures, acting as role-models or mentors to other learners.</li> <li>• Learners have regular recorded mentoring sessions that support their work–life balance.</li> <li>• I eXcel Programme support is in place where appropriate.</li> <li>• Learners are confident in performance and competitive situations and encourage and support others to participate.</li> <li>• Learners from this school are Young Ambassadors, who actively inspire others.</li> </ul>
	<p style="text-align: center;"><b>Teacher’s own evidence and next steps</b></p>

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How well are parents and carers included and supported in developing their children's learning?	<p>Parents and carers of gifted and talented learners have regular opportunities to discuss their children's progress and achievement in PE, both in and out of school.</p> <p>Teachers and parents suggest ways jointly to support learners, to contribute to the development of their progress in key aspects, such as performing, coaching, officiating, choreography or theoretical components of PE.</p> <p>Teachers ensure that learners and parents are aware of talent support policies and practices for talented young performers.</p>	<p>Parents and carers of gifted and talented learners receive an induction programme and regular high-quality information to aid the progress of their children.</p> <p>Teachers are aware of the links that are in place to engage and support hard-to-reach parents and carers so that joint support ensures learners do not miss out on opportunities through PE and sport.</p> <p>Teachers value the key role that parents and carers play in the success of talent support programmes* and their talented young performers' continued achievement in and out of school.</p> <p>*For example, Junior Athlete Education (Youth Sport Trust)</p>	<p>Parents and carers are actively engaged with other parents in encouraging and supporting gifted and talented learners.</p> <p>Teachers in PE create strong links with parents and carers to establish the best support and provide useful workshops* and networks that address areas of need and concern.</p> <p>Parents and carers have regular opportunities to inform and make recommendations to the G&amp;T PE coordinator and the whole-school G&amp;T leading teacher.</p> <p>*For example, Junior Athlete Education workshops and resources from 'Performance Parent'</p>
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	<p><b>Evidence: things you might look for</b></p> <ul style="list-style-type: none"><li>• Parents are involved in dialogue with staff.</li><li>• Surveys show that parents and carers feel welcome and supported in the school and that their views are valued.</li><li>• Learners receive appropriate support to enhance development and progress.</li><li>• Teachers and parents collaborate to support the needs of gifted and talented learners.</li><li>• Teachers organise induction programmes for parents and carers.</li><li>• Contact with hard-to-reach parents and carers may include home visits.</li><li>• A nominated member of staff has effective links with the young person, their family and sport coach.</li><li>• The 'Team You' approach from JAE is adopted.</li><li>• Gifted and talented and/or JAE events feature prominently on the school calendar.</li><li>• Parents meet with G&amp;T co-coordinators regularly and feel able to make recommendations.</li><li>• Parental feedback is positive, regarding support and appropriate provision.</li><li>• Learners continue to make excellent progress because the support from all parties is highly effective.</li></ul>
	<p><b>Teacher's own evidence and next steps</b></p>