

Identifying High Potential Learners in PE and Sport

Summary

This advice sheet contains a checklist of criteria, originally compiled by the QCDA (Qualifications and Curriculum Development Agency), to help with identifying learners who are demonstrating high learning potential in PE and Sport. It is aimed at secondary school subject teachers, as well as high learning potential lead teachers.

Below is a list of the characteristics commonly shown by students who are demonstrating high learning potential in PE and sport. A learner need not be showing all of these to be considered a high potential learner, but would most likely be demonstrating a majority of them.

Learners who show high learning potential in PE and sport:

Approach to Work:

- Are confident in themselves and in familiar contexts
- Take risks with ideas and approaches, and be able to think 'outside the box'
- Show a high degree of motivation and commitment to practice and performance.

Effective Performance:

- Are intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- Are able to reflect on processes/outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- Are good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- Are creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

Body Skilfulness and Awareness:

- Have a high degree of control and coordination of their bodies
- Show strong awareness of their body in space
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

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Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- Evaluating and improving performance through leadership
- Acquiring, developing and performing advanced skills and techniques
- Conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- Particularly high levels of fitness for their age, in both specific and general areas
- Specific strengths in general areas, such as games activities or athletics activities.

Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but these are not a characteristic of high learning potential in PE and Sport.

Some learners perform at high levels in sport in the community, for example basketball, high jump or sailing. In some cases, these learners' performances may be too specific to be easily related to the national curriculum level descriptions for PE, but such learners may need support for balancing their school work and sporting commitments.

Further Information

www.teachfind.com/national-strategies/teaching-able-gifted-and-talented-pupils-physical-education	Guidance on the Use of KS3 Strategy Training Materials to Support the Teaching of Gifted and Talented Pupils in PE
http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/175273	Archived National Strategies Module 15: Provision for gifted and talented PE and Sport
<i>Meeting the Needs of Your Most Able Pupils in PE and Sport</i> by Dave Morley and Richard Bailey	Book published by David Fulton with guidance on identification, planning, differentiation and support. Also has CD with lesson plans.

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