

Multi-skill Academies for Gifted and Talented Pupils

Information
and
Guidance



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The Youth Sport Trust gratefully acknowledges the following for their help in producing this guide:

- all Sports Colleges participating in the Multi-skill Academy programme
- Richard Bailey, Chris Buckley, Chris Earle, Wendy Evans,
Gordon Fraser, Steve McKeown and David Morley.

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YST-MSA-01



1. Introduction

The Multi-skill Academy programme was launched in 2003 with the aim of creating a multi-skill environment and developing fundamental movement skills among all gifted and talented young sportspeople.

In the first year of Multi-skill Academies approximately 2,000 gifted and talented Year 6 and Year 7 pupils have participated. The talent development programme is hosted by Sports Colleges and offers an activity schedule using a variety of approaches to help children develop physical skills from a broad development and movement vocabulary.

In keeping with the Long Term Athlete Development (LTAD) model of talent development, the activities at Multi-skill Academies are not sport-specific but instead are based around FUNdamental motor skills and abilities. The aim of the programme is to enable and ensure the further development of the core skills, or 'excellence competencies', of participating gifted and talented young sportspeople.

This guide provides guidelines and strategies for developing and delivering a successful Multi-skill Academy, drawing significantly on the successful practice and experiences from Sports Colleges which have already delivered Multi-skill Academies.

This programme is funded by the Department for Education and Skills (DfES) as part of the gifted and talented strand of the Physical Education, School Sport and ClubLinks (PESSCL) Strategy.

2. Defining a Multi-skill Academy

The use of the term 'multi-skill' in this context implies two meanings: firstly, a lack of sports specialism and, secondly, a variety of experiences.

Multi-skill Academies should each offer an activity schedule which uses a variety of approaches and contexts to help children develop physical skills from a broad and appropriate psychomotor development vocabulary. Four areas have been defined as the basis for this movement vocabulary. These are:

- co-ordination
- movement
- thinking
- body awareness.

While adhering to each of these four core principles, coaches at Multi-skill Academies should deliver activities based around the development of skills such as hand/eye co-ordination, strength, running, striking, balance, agility, power, kicking, jumping/leaping and catching.

It is important to recognise that Multi-skill Academies for gifted and talented pupils do not therefore offer an activity schedule dominated by sport-specific sessions and so do not consist of rugby in session one, football in session two, tennis in session three, and so forth.

By developing young people's overall movement vocabulary, the aim of Multi-skill Academies is to enable participants to improve their physical literacy at a time before athletes/players choose to specialise exclusively in specific sports.

Multi-skill Academies should be inclusive opportunities for pupils. Host schools are strongly encouraged to include gifted and talented young disabled sportspeople in the academies. Increasing the range of the activities involved also removes gender barriers traditionally perceived to impede participation in certain sports.

• Key issue:

When planning, organising and delivering a Multi-skill Academy, do involve local partners and coaching experts. These may include other local Specialist Sports Colleges, school sport partnerships, county sport partnerships (CSP) and Youth Sport Trust area development officers as well as national governing body of sport (NGB)/Clubmark accredited sports clubs (the CSP/NGB can provide information about accredited sports clubs).



Planning and managing a Multi-Skill Academy

Andy Martin, Sport Director, Youth Sport Trust

It is vital that the Multi-skill Academies are effectively planned and managed, and are positioned in the context of the local physical education (PE), school sport and community sports structures.

In order to achieve this, the Multi-skill Academy planning process should involve as many local partners as possible. Quality time spent on planning will then ensure that the right young people are given the right opportunities at the right time.

The planning process should consider all the key elements of the Multi-skill Academy including:

- schedule
- timing
- venue
- equipment required
- selection/identification of participants
- deliverers – coaches and assistants.

3. Structuring a Multi-skill Academy

'The multi-skill experience has eased the pupils' transition into secondary school and has further developed their physical skills.'

A school sport co-ordinator involved in the first year of Multi-skill Academies

Activities at Multi-skill Academies

Coaches and teachers should develop a flexible and creative programme which best suits local circumstances and opportunities. However, it is vital that this is achieved while adhering to the core principles outlined in the appendix of this guide.

Co-ordination, body awareness, movement and thinking are the fundamental basis for multi-skill activity and so teachers and coaches should look to deliver non sport-specific activities based around the development of the following main skills and abilities:

- | | |
|--------------------------|--------------------|
| • hand/eye co-ordination | • running |
| • balance | • agility |
| • striking | • fielding |
| • catching | • power |
| • strength | • jumping/leaping. |

Examples of activities offered by Multi-skill Academies can include:

- hand-eye co-ordination: net/wall games, striking, throwing, catching
- movement: gymnastic activity, dance, footwork
- speed and agility: dynamic movement skills, ladders and hurdles, flexibility and stretching
- fitness testing
- teamwork: travel with objects, raft building and camp craft, orienteering and problem solving, and water based activities including synchronised swimming, life saving and water polo.

Additional innovative ideas have seen schools take advantage of high quality local facilities:

- outdoor pursuits: rock climbing, abseiling, orienteering
- water sports: canoeing, windsurfing, sailing
- martial arts (non-contact aspects)
- visits to professional sports clubs and national high performance centres.

Educational workshops, fitted in around activity sessions, have also been popular. Potential themes for delivery include:

- lifestyle management - this could be the Junior Athlete Education (JAE) programme operated by the Youth Sport Trust in Sports Colleges (contact the Youth Sport Trust for further information)
- nutrition and healthy living
- how the body works
- physiotherapy
- goal setting and career development
- visit(s) from role models and/or professional sportspeople
- questionnaires and feedback.

Valuable sources of activity information for a multi-skill programme include both Youth Sport Trust and NGB resources. The new phase of the TOP Play, TOP Sport and TOP Sportsability resource cards could provide an excellent resource for Multi-skill Academies. Four example schedules from Multi-skill Academies held at Sports Colleges in Phase 1 are contained in Appendix 5.

• **Key issue:** _____

Work closely with local partners including other schools, universities, CSPs, outdoor pursuits centres, leisure centres, sports clubs, community facilities, and NGB accredited professional sports teams to ensure a co-ordinated program that also provides appropriate exit routes.

When should Multi-skill Academies take place?

Multi-skill Academies should take place as part of a school's out-of-school-hours learning (OSHL) programme, either as consecutive full days in the school holidays and/or as an after-school programme.

In addition, Multi-skill Academies may be delivered in sports clubs or as part of local authority sports development/CSP programmes. However, in both these cases, close co-operation and co-ordination with Sports Colleges and their partners is expected.

Teachers and coaches considering delivering Multi-skill Academies within sports clubs need to recognise that there is usually no defined syllabus for such development programmes at these venues and most operate within the medium of a single sport. Skill teaching and learning is therefore often based on the needs of a single sport.

• **Key issue:** _____

Sports Colleges which have run successful Multi-skill Academies have strongly recommended hosting a pre-event parents meeting and/or sending advance information to communicate and explain the goals of a Multi-skill Academy to parents, in particular this will help manage parents' expectations by clarifying that the event is multi-skill focused, not multi-sport, and so activities such as football and rugby are unlikely to be on the agenda and if they are included, they are being used for a wider development reason.

See Appendix 1 for an insightful case study entitled **Delivering multi-skill activity - A Sports College perspective**, by Gordon Fraser, Director of Sport, Biddick School Sports College.

4. Selecting gifted and talented pupils to attend a Multi-skill Academy

'The selection of pupils is a crucial issue which has a great impact on the success of a Multi-skill Academy. The criteria for selection and the nature and aims of the camp need to be very clearly explained to the primary link teachers (PLTs) and primary PE co-ordinators prior to the camp. Also, the distinction between being talented in PE and being talented in a specific sport needs to be recognised'. Chris Buckley, Oakbank School, 16 – 19 PE Co-ordinator and Advanced Skills Teacher

Multi-skill Academies are for Year 6 and/or Year 7 pupils who are gifted and talented in PE and sport.

Talent in PE and sport can be recognised in pupils displaying high levels of psychomotor skills but, in addition to noting movement skills, it is also important to recognise pupils whose talents are best showcased in their approach to tasks and their ability to achieve effective performances in comparison to their peers. Significantly, young disabled people may not be considered talented when compared to non-disabled people, but they are talented in relation to their disabled peers.

The following Qualifications and Curriculum Authority/National Curriculum guidelines should be used to identify pupils for Multi-skill Academies. Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance. Further details can be found at www.qca.org.uk

Approach to work

Pupils may:

- be confident in themselves and in familiar contexts
- be able to think innovatively and take wise risks with ideas and approaches
- show a high degree of motivation and commitment to practice and performance.

Effective performance

Pupils may:

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

Body skillfulness and awareness

Pupils may:

- have a high degree of control and co-ordination of their bodies
- show strong awareness of their body in space
- combine movements fluently, precisely and accurately in a range of contexts and activities.

It is also important that teachers and coaches are aware that age and physical maturation can lead to better performance at certain ages and stages, as can the nature of a young person's impairment, but early physical maturation is not a characteristic of talent in PE and sport.

• **Key issue:**

Work closely with your primary school partners to ensure PLTs/primary PE co-ordinators understand the criteria for selection, as well as the nature and aims of the Multi-skill Academy programme for gifted and talented pupils.

For additional information on identifying talented young sportspeople, please refer to the appendix of this guide which contains:

- a guide to the **Identification of talented pupils in physical education**

Richard Bailey, Professor in Education, Canterbury Christ Church University College, and David Morley, Senior Lecturer in Physical Education, Carnegie, Leeds Metropolitan University

- a case study: **A multilateral training and talent development programme**

Steve McKeown, Assistant Headteacher and Director of PE and Sport, All Saints Catholic High School, Sheffield

Further information is also available from www.talentradder.org.uk

5. Deliverers and coaches

Multi-skill Academies will require PE specialists and/or coaches with the ability to deliver multi-skill content in sessions. They may be assisted by other skilled deliverers, such as primary and special school teachers, community volunteers (involved in Step into Sport), sports leaders or other suitably qualified individuals.

It is essential that coaches have the skills and knowledge required to deliver safe activities and are able to identify, and if necessary make beneficial adjustments to, participants' movements and actions. They must also understand the key principles of LTAD and child development. This could be attained by attending sports coach UK's workshop on LTAD.

For more details please visit www.sportscoachuk.org

Teachers and coaches will also need to create the right atmosphere for learning, offering high quality enjoyable sessions centred on ability needs in an inclusive environment which allows all gifted and talented young sportspeople to engage.

• **Key issue:**

It is vital to arrange a pre-camp meeting for all your Multi-skill Academy coaches, leaders and teachers. This will help ensure session delivery is co-ordinated, that important learning objectives are shared and emphasised throughout the Multi-skill Academy and prevent unnecessary duplication of activities and exercises.

6. Exit routes

Multi-skill Academies focus on achievement in the following areas:

- acquisition and mastery of generic skills which are useful for all activity
- helping children understand the benefits of activity
- helping children find their future potential in PE and sport.

It is important that Sports Colleges organising and delivering Multi-skill Academies are able to advise and help pupils identify appropriate, high quality opportunities for their continued involvement in physical activity through their local sports development unit and/or CSP.

These opportunities should include recommending suitable local authority provision, local sports clubs and/or OSHL opportunities to pupils.





7. Monitoring and evaluation

In order to maximise the quality of programme delivery and ensure that successful new strategies and best practice in Multi-skill Academies can be highlighted and communicated to Sports Colleges nationwide, comprehensive monitoring and evaluation is essential.

Thus, on completion of a Multi-skill Academy, Sports Colleges should supply the Youth Sport Trust with three items:

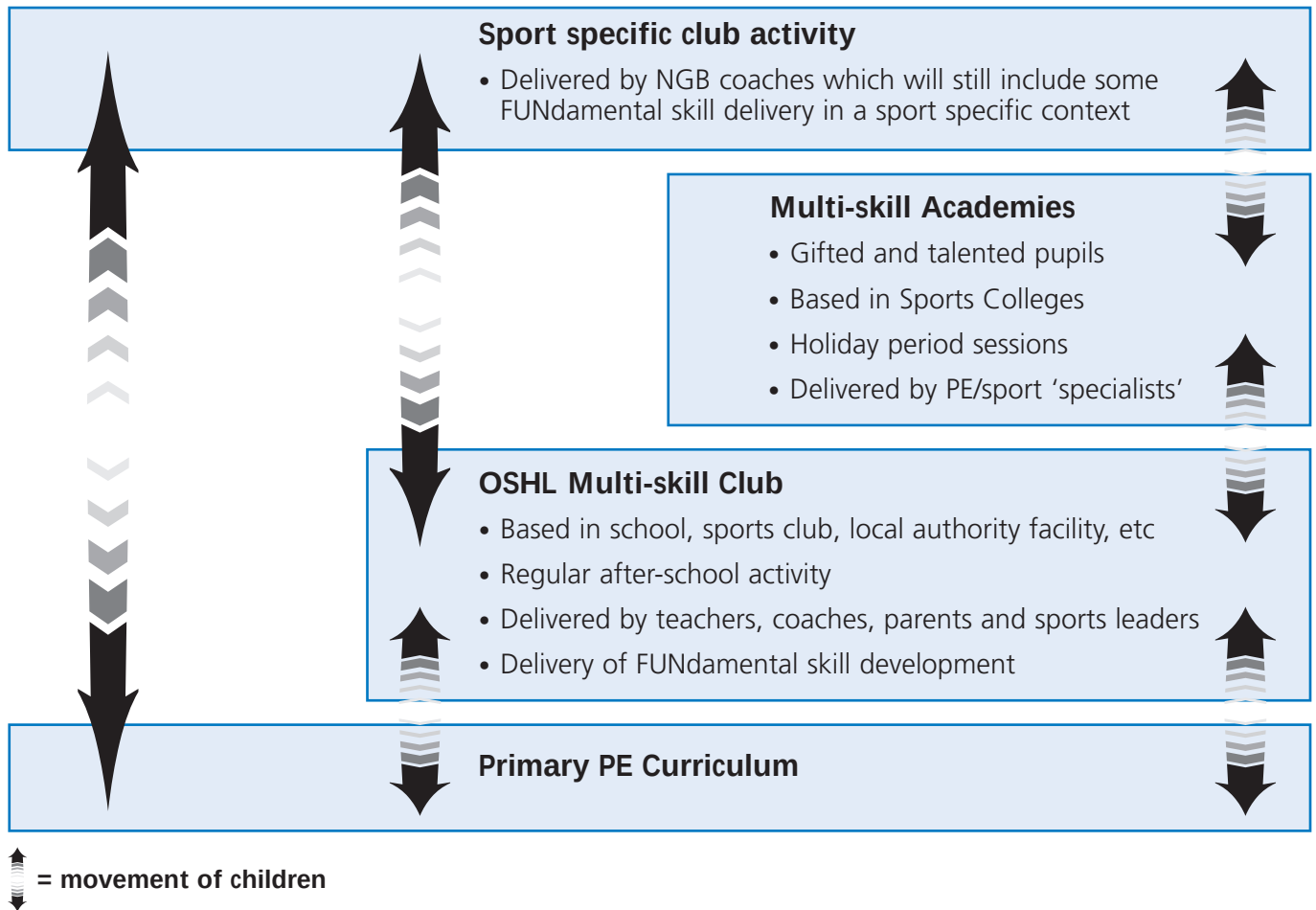
- a feedback report highlighting the strengths and weaknesses of their Multi-skill Academy
- questionnaires completed by pupil participants, parents and coaches (please see the appendix for copies of questionnaires)
- copies of any resulting media coverage, from local newspapers and/or school publications as well as digital, still or video footage of the club. Please note that parental approval should be secured before recording stills and video footage.

8. Linking Multi-skill Academies to the wider educational and sporting agenda

It is vital that Multi-skill Academy provision supports and complements the delivery of National Curriculum PE and is also effectively linked with other programmes and opportunities that are available through the PESSCL Strategy, NGBs and other key agencies.

The diagram (figure 1, page 6) illustrates some of the potential linkage. The key issues are as follows:

- The Multi-skill Academy programme must be developed in the context of the schemes of work and programmes of study used by the schools in the school sport partnership, particularly at Key Stages 2 and 3.
- The Multi-skill Academy should be included in the school sport partnership development plan to ensure it supports the key agendas of the network.
- The timing and content of the academy programme needs to take into account the OSHL provision in the partnership to ensure that there is a logical and progressive pathway for the young people.
- The programme should also support and complement the pathway opportunities beyond the Multi-skill Academy, particularly with the NGBs.
- Multi-skill Academies also have many potential connections with other programmes which could further enhance the quality of the provision and also maximise the potential added value. These include:
 - community sports coaches - could be key deliverers of elements of the academy
 - the JAE programme - could provide mentoring and lifestyle support for the young people that move further up the talent ladder
 - Coach Development Officer (employed by sports coach UK and based in the CSP) - could provide vital continuing professional development (CPD) support and guidance to coaches delivering the academy programme
 - Step into Sport community volunteers - could provide support and assistance on the academy programme
 - club links - the young people attending the Multi-skill Academies could be referred on to NGB clubs that are receiving development support as part of the club links strand of the PESSCL Strategy
 - greater performance opportunities for young disabled people through links with national disability sport organisations such as the English Federation of Disability Sport (EFDS). To contact the EFDS telephone 0161 247 5294, e-mail federation@efds.co.uk or visit www.efds.net

Figure 1 – Multi-skill Academies and clubs linked to other PE and sport provision

Linking Multi-skill Academies with the JAE programme and a whole school gifted and talented policy

By Ben Tan, National Programme Manager (Gifted and Talented), Youth Sport Trust

Multi-skill Academies as a source of provision will usually fall within the context of extension opportunities that should be made available to identified gifted and talented young sportspeople. Such provision is similar to 'master classes' organised for more able pupils but in line with current thinking based around the principles of LTAD.

A whole school gifted and talented policy will normally set the aims and objectives on approaches to identification and provision to meet the needs of gifted and talented young people in PE and sport, both within curriculum teaching and learning, and also their learning, achievement and performance needs outside the curriculum. Therefore, the gifted and talented policy should also acknowledge support for gifted and talented young people in PE and sport to balance their academic and sporting demands. This can be done by adopting strategies like individual education plans, flexible timetabling, mentoring, the JAE programme, etc.

More guidance and information can be found at www.talentradder.org.uk and guidance for curriculum provision for gifted and talented young people in PE and sport is located at www.nc.uk.net/gt/pe



Multi-skill Academies for Gifted and Talented Pupils

Appendix





Appendix 1

Case study: Delivering multi-skill activity - A Sports College perspective

Gordon Fraser, Director of Sport, Biddick School Sports College, Washington

Context

Multi-skill Clubs and activities have been organised and delivered at Biddick School Sports College and in partner schools since 1998. This opportunity was initiated with funding from the DfES in 1998 as part of the 'Masterclass' programme.

The objectives for Multi-skill Clubs were to provide 'worthwhile educational experiences for gifted and talented children' and 'not be a bolt on but build on present good practice'.

Prior to being designated as a Sports College, Biddick School had identified a need to develop basic movement skills with Year 7 pupils transferring in Key Stage 3. This identified need was based on:

- the lack of an agreed consistent curriculum in our primary feeder schools. The curriculum delivery depended on the level of expertise and experience of the primary school teacher. Therefore, pupils entered Biddick School Sports College with a wide variety of ability and skill development
- a concern for the increasing 'early specialisation' with a growing number of NGBs identifying and developing at an increasingly early age
- a growing concern that some young people had a very low perception of their own ability in PE when entering Key Stage 3
- the effect that the low self-esteem may be fundamental in affecting participation in PE and sport.

The Masterclass Multi-skills programme was established in 1998 in partnership with the Department of Physical Education and Sport at the University of Edinburgh, with the key principle of identifying talented, and potentially talented, pupils from Key Stage 2 - Years 4 and 5 from two partner schools. The identified pupils would attend a club based at Biddick focussing on developing key generic movement skills and applying these in game and competitive situations.

Rationale

The aim of the Multi-skill Club was to offer the children, identified by their primary schools as talented, a broad-based, generic experience that would:

- a. identify their strengths and weaknesses in each of the behaviour domains
- b. develop their abilities in a number of generic and sport specific contexts.

Unlike the traditional club that focuses on one activity, the Multi-skill Club looked to develop the children's skills in:

- underpinning basic movement competence
- underpinning knowledge and ability in the generic games categories and gymnastics context
- underpinning knowledge of sport as an educational experience
- knowledge and abilities in a number of sport's specific contexts.

As such, the aim of the club was to develop rounded individuals who:

- are able to make knowledgeable decisions about which activity they are most suited for
- possess a range of appropriate generic behaviours to support their involvement in performance sport, i.e. psychomotor, cognitive and affective
- have the ability and confidence to access other activities if their career in their chosen activity does not materialise.

Initially the programme was piloted in the form of extra-curricular, school-based clubs offered to Year 4 and 5 children from the two participating feeder primary schools. Applications to join the club exceeded expected numbers. Clubs were delivered by teaching staff from the primary school, supported by suitably trained students from Sunderland University and overseen by PE staff from Biddick.

In Year 4, all children were offered the opportunity to enter the multi-skill programme through the Multi-skill Club based at their own primary school. Primary school teaching staff preferred this all-inclusive approach to avoid the potential for negative impact on children who were not selected.

In Year 5, following assessments at the Multi-skill Club, reports from school PE classes and other appropriate settings, the more able children were identified and invited to attend the Multi-skill Academy at Biddick School Sports College.

This club built on the work of the Multi-skill Club and has been delivered by the Biddick School Sports College primary liaison teacher. The use of Year 10, 11 and ex-pupils (Year 12) who are undertaking Junior and Community Sports Leader Awards was most beneficial.

Monitoring and evaluation

The impact of the multi-skill activity was evaluated through data collection which focused on three key areas:

- background and baseline information: focus on levels of physical activity participation among all children aged 7 to 12 years attending primary schools in the area
- additional data collection sought from children including:
 - the social, academic and physical self-perceptions of all Year 3 and 4 children
 - the participation behaviour of children, observed at Multi-skill Clubs and in other PE settings
- adult perceptions about the role of multi-skill programmes in schools, noting their views on the processes employed and the success/limitations of the programmes.

Outcomes

- Uptake and attendance at all Multi-skill Clubs have been consistently high and teaching staff from several new partner schools have expressed a desire to engage in the programme.
- Children's perceptions of their competence were high - a key factor in continuing participation.
- There has been a marked improvement in physical competence - children were tested in a range of physical activities and demonstrated significant gains.
- Girls demonstrated significantly higher scores in travelling skills, e.g. run and hop.
- Boys showed high scores in object control, throw, kick, ball control and catch.
- The Multi-skill Academy attendees attained higher scores than children who had not accessed the club.

The most crucial outcome is the positive perception of the Multi-skill Clubs from the children involved, adults and teaching staff, both primary and secondary. Biddick School Sports College is now in the positive but frustrating position of having more schools, staff and young people who wish to engage in the multi-skill programme than can be accommodated!



Developments

The content of the Multi-skill Academy has been incorporated as part of the Key Stage 1 and 2 PE programme in the feeder primary schools.

- The programme was incorporated into reception classes in two feeder primary schools in September 2003. One school has subsequently been inspected by Ofsted and their multi-skill activity was reported in the final evaluation in glowing terms. Further information on the outcomes of this area of the programme can be found in the best practice case study *Basic Moves in the Foundation Years* by the Youth Sport Trust.
- Extending the Multi-skill Clubs within the extra curricular programme of the feeder primary schools and introducing them as part of the community club structure.
- Extending the Multi-skill Academy to Years 5, 6 and 7.
- Summer camps for multi-skill activities – a city wide programme.
- Fifty hours of intensive multi-skills work and sport education with Year 6/7 transition pupils. Eighteen children attended this club from throughout the City of Sunderland in July 2000. Tracking the pupils who entered Biddick School Sports College in September 2000 we have found that in Year 10 all are still engaged in two hours of National Curriculum PE, and several are on four hours. All are engaged in after-school sport representing the school. All are competing in a specific sport and representing at district, area or national level.
- Developing partnerships with appropriate sport clubs to ensure talented children are offered a continuous and progressive experience in their sporting development.
- Ongoing evaluation of the Multi-skill Clubs to ascertain the long-term impact of the programme on the children, the school and the local community.
- A comprehensive and accredited CPD programme for teachers and coaches will be established from November 2004 in partnership with Edinburgh University. Level 1 and 2 training programmes will be delivered in the North East from 2004 to 2006.

I must admit to being very biased in my support for Multi-skill Clubs and Academies, having been involved from 1998. However, this is because I have seen the positive change and impact that this innovative approach makes to young people. Yes, generic movement skills develop, but more importantly I have seen the evidence of change in perceptions and attitudes to sport through engagement in these programmes. I have heard the evidence from headteachers and teaching staff in schools who talk passionately about the effect of multi-skill programmes in other areas of the curriculum.

I wholeheartedly believe that the opportunity to create and develop Multi-skill Clubs and Academies will be a positive and rewarding one.

For further information, please do not hesitate to e-mail:

Gordon Fraser, Director of Sport, Biddick School Sports College
E-mail: gordon.fraser@schools.sunderland.gov.uk



Appendix 2

Case study: A multilateral training and talent development programme

Steve McKeown, Assistant Headteacher and Director of PE and Sport, All Saints Catholic High School, Sheffield

A talent development programme for young people aged 8 to 12 years should allow talented pupils to acquire a range of skills, fundamental to a variety of team and individual sports, while developing physically, socially and cognitively. In the long term, the multilateral curriculum would allow the pupil, after puberty, to adapt to more specialised programmes and eventually to much heavier training loads (from Bompá, 2000).

A talented athlete aged 11 to 13 years should display ability in the following areas: (Bailey and Morley, 2004)

- psychomotor
- visual spatial
- creativity
- cognitive
- interpersonal
- intrapersonal.

Interpretation of the above abilities/dispositions: (McKeown and Trenam, 2004)

Psychomotor				
Posture	Footwork	Technique and skill development	Co-ordination	Flexibility
Dynamic balance Core stability Static balance	Speed Power Agility	The concepts of: • creating space • beating the ball • stillness • use of body weight • use of rhythm • timing • controlling time • ball flight	The ability to disassociate Multi-task	Dynamic Static

Visual spatial
• Creating fields of vision • Spatial awareness (area and people) • Recognising visual cues and appropriate action

Creativity
• The ability to process, use techniques/skills and information in a variety of ways in different contexts • To invent new skills and information to solve/create problems in a variety of contexts

Cognitive

Tactics	Thinking	Learning
Game tactics Position tactics (roles and responsibilities) Individual tactics Decision making Problem solving/creating Controlling time and space	Information processing (learning clues) Reasoning Enquiry Creative thinking Evaluation	Making connections Reflecting (ability to use different learning strategies) Exploring Setting own learning goals Engaging with others

Interpersonal

Communication
Co-operation
Leadership
Collaboration (team work), dependency and inter-dependency
Negotiation (reconcile differences)
Positive role modelling
Ability to question

Intrapersonal

Assimilates
Adapts
Self efficacy/belief systems
Adherence to tasks

Example: A four-day holiday programme for young people who are gifted and talented in PE and sport

The Sheffield Excellence in Cities Easter Sports Academy, delivered in April 2002 to 25 Year 6 pupils who had potential in PE and sport, contained the following elements:

- activities using hurdles, ladders and cones to develop speed, agility and quickness
- dynamic flexibility
- principles of movement and FUNdamentals (techniques) for sport
- principles of games type activities using a teaching games through understanding approach
- gymnastic type activities
- training for speed, agility and quickness (Brown, Ferrigino and Santana)
- athletic type activities
- lifestyle management including healthy lifestyles, nutrition, how the body works and principles of a healthy lifestyle.

Appendix 3

Identification of talented pupils in PE: A template for teachers to assist in selecting pupils for a Multi-skill Academy

Chris Buckley (AST PE KS5 and G&T Co-ordinator) Oakbank Sports College, Keighley, West Yorkshire

Complete this for pupils who demonstrate talent in PE Please respond: 5 = Excellent 4 = Very good 3 = Good 2 = Satisfactory 1 = Poor		
Acquire and develop skills in PE		Rating
Explore, develop and invent skills showing understanding, control, fluency and quality in a range of activities		
Be able to transfer skills effectively across a range of activities		
Consolidate and develop skills in a creative, inventive and innovative way		
Show motivation, commitment and focus when working		
Sub total		
Select and apply		
Be able to plan and utilise a range of strategies in a range of activities		
Demonstrate a range of skills in different compositional and tactical situations		
Be able to make good decisions when working independently and collaboratively in a team in a range of tactical and compositional situations		
Demonstrate the ability to take the lead when working with others		
Sub total		
Evaluation		
Be able to reflect and evaluate their performances and others		
Identify strengths and weaknesses in a range of performances		
Suggest ways of improving performances in a range of activities		
Communicate clearly when describing performances showing an understanding of tactics/strategies/composition		
Sub total		
Health/skill fitness		
Demonstrate balance when performing actions and skills in isolation and combinations		
Demonstrate an appropriate level of fitness for their age		
Demonstrate good peripheral vision and use this effectively in a range of situations across activities		
Show precision when executing movement skills		
Perform skills with co-ordination		
Show precision when executing ball skills		
Sub total		
Total		
Summary of strengths	Aspects to improve	
•	•	
•	•	
•	•	
•	•	
•	•	
Pupils name:	Year:	
School:	Staff signature:	

Multi-skill Academy questionnaire for participants



Participants are requested to tick/complete the relevant boxes to enable the Youth Sport Trust to monitor its Equal Opportunities Policy. Monitoring is recommended by the code of practice for the elimination of discrimination on the grounds of age, gender, race or disability. This information is used for no other purpose and will be treated as confidential. The Youth Sport Trust respects a person's right not to disclose information relating to disability, ethnic origin, sex or age. Completion of this section is, therefore, not compulsory.

Gender

☐ Male ☐ Female

Age

☐ Age ☐ School year (e.g. 6 or 7)

Ethnic background

☐ White ☐ Mixed ☐ Asian or Asian British
☐ Black or Black British ☐ Chinese or other ethnic group

Disability

Do you consider yourself to have a disability/special educational need?

☐ Yes ☐ No

Name of your school _____

Academy location _____

Please shade the face which best fits your answer

1. I found the activities fun



2. I learned new skills



3. I improved my existing skills



4. The coaches were helpful



5. The group size was just right



6. I was encouraged to contact other sports clubs in my area



7. What did you like and/or dislike most about the club?

Multi-skill Academy questionnaire for parents

Name of Sports College hosting Multi-skill Academy attended by your child



Based on the experiences of your child at the Multi-skill Academy, please shade the face which best fits your answer

1. My child enjoyed the Multi-skill Academy



2. My child learned new skills



3. My child improved their existing skills



4. The coaching was good



5. The club was well organised and safe



6. My child was encouraged to contact other sports clubs in my area



7. How do you think your child has benefited and/or will benefit from their involvement in the Multi-skill Academy?

Multi-skill Academy questionnaire for teachers and coaches



Multi-skill Club location _____

Activities coached at club _____

(1) Was the Multi-skill Academy easy or hard to organise and why?

(2) Which part(s) of the Multi-skill Academy worked most successfully and why?

(3) How did the participants benefit from the Multi-skill Academy experience?

(4) If you ran this academy again, what would you change to make it better?

(5) Was the pre-academy information provided by the Youth Sport Trust satisfactory? If not, why?

Example schedule 1 - Multi-skill Academy for gifted and talented pupils

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.15am - 10.45am	Where am I now? • Welcome • Introductions • Get to know the group • Problem solving, leadership, co-operation activities	Hand/eye skills • Ball handling • Reaction time • Co-ordination • Analysis and evaluation	Me on my own! • Balance • Power • Strength • Flexibility	Now it's me against the elements! Problem solving and outdoor adventure activities - two days at outdoor adventure centre as day visitors Continue theme of considering own ability at co-ordination, movement, thinking and body awareness • Spatial awareness (orienteeing) • Balance, strength and agility (rock climbing) • Thinking for oneself, working with others and working under pressure (problem solving) The programme will be specifically designed to meet the needs of the gifted and talented group and will include seminars	
10.45am - 11.00am	Break				
11.00am - 12.30pm	What is my fitness level? • Fitness testing	As above until 12.30pm	As above - rotate groups		
12.30pm - 1.15pm	Lunch				
1.15pm - 2.00pm	Seminar e.g. Lifestyle management	Water hand/eye skills • Speed • Co-ordination • Reaction time • Problem solving • Co-operation and competition • Communication		Seminar e.g. Nutrition and healthy living	
2.00pm - 3.00pm	How good am I at learning skills and adapting to new situations? • New game: Tchouckball	Me against me! • Endurance distance • Short distance • Jumping/leaping		Sports hall athletics	

Example Schedule 2 - Multi-skill Academy for gifted and talented pupils

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Welcome and outline of aims and objectives Fitness assessment (including measures appropriate for disabled young sports people) Pulse rate measurement Strength tests: • Sit-ups • Standing jump • Pull-ups • Bent arm hang Speed and agility tests: • 10m shuttles • 50m sprints Suppleness test: • Sit and reach	Co-ordination skills Catching Fielding Throwing Striking Tactical evaluation and strategy formulation Team play	Swimming (Off-site activity) Basic personal survival and water safety Water based games Stroke improvement	Dance day Selection of choreographed pieces from jazz, modern and rock and roll Pupils are to be encouraged to develop self-confidence and expression and will be given the opportunity to work as a team in developing the theme into a final choreographed piece	Outdoor and adventurous activities (OAA) at OAA centre (Off-site activity) Team building and problem solving activities Decision trail Canoeing Climbing wall Abseiling
Afternoon	Stamina • One mile run/walk • Fitness test	Workshop • Motivating techniques • Answering the question of why do we take part in sport?	Workshop • Diet, health and hygiene	Performance • Dance work	Discussion • Evaluations and questionnaires

Example Schedule 3 - Multi-skill Academy for gifted and talented pupils

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	Movement theme	Body awareness theme	Co-ordination theme	Thinking theme	Outdoor pursuits trip
Morning	Introduction Icebreaker Team challenges	Lifestyle management workshop	Dynamic movement skills	Fitness testing: Link with BBC <i>Born To Win</i> series	Outdoor pursuits trip: Incorporating leadership and teamwork
Afternoon	Games Focus on invasion	Gymnastics Focus on balance and strength	Racket games Focus on hand/eye co-ordination	Howzat cricket Linking in with county cricket club study support unit	

Example Schedule 4 - Multi-skill Academy for gifted and talented pupils

Full day 1	After-school evening 1	Full day 2	After-school evening 2
Introduction and get to know you games - Core games - skills of invasion games, attacking, defending, movement on/off the ball, receiving and sending the ball - Lunch - Nutrition workshop - Problem solving/decision making activities - Recap of day and outline of next sessions	Fitness - Fitness tests using BBC <i>Born To Win</i> series and website - Multi-skill fitness session tasters including aerobics, pilates and circuit training	Invasion games - Hand-eye, foot-eye, stick-eye co-ordination - Experiences of games that use these skills, e.g. dodgeball, basketball, mini-hockey plus skill choice selection games - Lifestyle management - Lunch - Goal setting session and future participation opportunities explained - Recap and present certificates of attendance	Gymnastic skills - Basic skills, travelling, balance, flight, turning and rolling - Routine development
After-school evening 3		After-school evening 4	
Dance skills - African dance - Rhythm, timing, co-ordination and co-operation in groups		Hand-eye co-ordination - Team races using hand-eye co-ordination - Net games, e.g. short tennis/badminton - Striking and fielding - batting and catching skills	



