




# Wardley CE Primary School Curriculum Inclusion Strategies - Physical Education



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in PE. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> <li>- All adults are aware of individual children’s barriers to learning, so they can best meet their needs.</li> <li>- Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention.</li> <li>- Deploy all adults strategically, to achieve the best pupil outcomes.</li> <li>- All adults modelling accurate and precise PE language.</li> <li>- Regular opportunities to revisit prior learning in PE.</li> <li>- A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold <i>new learning</i>. At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</li> <li>- Adults use Blank Level Questioning, appropriate to each child.</li> <li>- Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding.</li> <li>- Plenty of speaking and listening opportunities for pupils to articulate their understanding of PE concepts and listen to their peers.</li> <li>- Provide extra time to allow children to process questions, think about their answers and respond.</li> <li>- Hands-on practical experiences, wherever possible, to observe PE in action/real life.</li> <li>- <b>STEP – Space, Task, Equipment, People</b> <ul style="list-style-type: none"> <li>o <b>Space</b> – Where is the activity happening? Can you change the height (jump) or distance (throw)? Alter the size of the field of play. Could you include zones to include different abilities or mobility levels?</li> <li>o <b>Task</b> – Can you change the rules? Change the target size or type? Can you change the complexity of the task e.g number of movements within a sequence or break down complex skills into smaller component parts? Provide opportunity to practise.</li> <li>o <b>Equipment</b> – Increase/decrease size of the equipment to suit the ability or age. Alter equipment for type of skill being practised e.g lighter ball if power is practised.</li> <li>o <b>People</b> – Do you need to group similar abilities to ensure access? Can you balance team numbers to reflect different abilities &amp; maximise participation of others.</li> </ul> </li> <li>- Modelling skills and practise various ways to meet all type of learning styles (peer/adult demonstration, video, picture step by step guide, written learning points)</li> </ul>

<p>Early Years Foundation Stage</p>	<p>Within a PE lesson;</p> <ul style="list-style-type: none"> <li>- Use of visual aids to support steps to success with skills/access to activity. Consistent visual approach across classes.</li> <li>- Varying levels of activity types which meet sensory needs of cohort/individuals e.g more locomotor practise to fulfil proprioceptive need.</li> <li>- Differentiate instruction and skill, focus on securing the smaller steps within a fundamental skill e.g crouching, body extension, flight in jumping.</li> <li>- Effective deployment of adults to ensure access for all and, where necessary, in the moment intervention.</li> </ul> <p>Within the continuous provision;</p> <ul style="list-style-type: none"> <li>- Practise taught skills throughout the day e.g during brainbreaks, transitions, active learning e.g counting</li> <li>- Provide opportunities in continuous provision to practise taught skills in different contexts. E.g two footed travelling- trim trail, stairs, crate.</li> <li>- Target areas in wider development that may be affecting fundamental movement skills</li> <li>- Ensure all children access bikes, trim trail and wider gross motor equipment (construction) in outdoor provision.</li> <li>- Offer a targeted sensory circuit for learners who require a sensory approach and reinforce skills with consistent visuals.</li> <li>- Alternative equipment to ensure success &amp; access of learning outcome e.g co-ordination - lighter racquets for weaker grip and muscles or no equipment e.g hand and balloon</li> <li>- Use of my turn/ your turn if modelling key skills.</li> </ul>
<p>Key Stage 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>- <b>Open activities</b> – Everyone does the same activity with very little adaptations needed, often co-operative and unstructured e.g warm up, cool down.</li> <li>- <b>Parallel activities</b> – learners follow the same activity theme but do so at their own pace and level by working in groups based on their abilities. Groupings can change in parallel activities based on the skill.</li> <li>- <b>Modified activities</b> – everyone performs the same activity but lessons are adapted if necessary to promote inclusion for all.</li> <li>- <b>Specific activities</b> – on occasion's specific activities may be needed, to provide individual or partnered practice to enable successful reintegration in a games situation.</li> <li>- Use of talk partners and feedback to develop and consolidate <i>skills &amp; knowledge</i> in PE. In a Year 3 Games lesson this may involve partnered discussion about simple tactics and principles of a game.</li> <li>- Offering individual or partnered practice instead of group competition to consolidate <i>procedural knowledge</i> before complex application. In a Year 1 Dance lesson this may involve two children practising a short-partnered sequence of movements before performing alongside the whole class. In a Year 4 Games lesson, this may involve children developing confidence and competition in smaller sided games/formations (2v1,3v1, 2v3).</li> <li>- Regular adult check in's to maximise participation, reinforce WALT and demonstrate success.</li> <li>- Use of my turn/ your turn if modelling key skills.</li> </ul> 

- Alternative equipment/ to ensure success & access of learning outcome e.g co-ordination - lighter racquets for weaker grip and muscles or no equipment e.g hand and balloon.
- Independence is promoted so children can manage their own learning e.g In a Year 6 Games lesson, this may involve children organising their team into different formations to ensure the strengths of each team mate are considered e.g overloading a player with a strong defence.
- Visuals used to improve independence within lessons e.g gymnastics maps.
- Some learners may require simplified definitions and visual e.g rotation – turn, sequence – join within a pre-teach to support understanding.
- Adults use appropriate non-verbal communication. Include gesture, body language and eye contact.
- Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge).
- Limit the number of questions asked.
- Children are given the confidence to ‘Speak Out’ to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.
- Verbal information made visual e.g. word lists, vocabulary lists.
- Give lots of targeted, focused praise e.g. good listening, good sitting.
- Use of Blank Level questions targeted and pitched to the children at their correct level.
- Effective deployment of adults to ensure access for all and in the moment intervention.

### **Vocabulary**

- Reduce the amount of vocabulary within a PE lesson to avoid cognitive overload.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Pre-teaching new vocabulary wherever possible for links to be made.
- Where necessary, simplify PE vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of PE vocabulary and concepts.