St. Joseph's Catholic Primary School
Adaptive Teaching Approaches – PE

Recording of work

- Photographs and videos of children applying learnt skills.
- Assessment checklists focusing on core skills.
- Peer-to-peer recording e.g. record how many times your partner can skip in 1 minute.
- Oral evidence of children's understanding and developing communication skills e.g. children can explain basic conventions of games.
- Adapted groupings dependent on the skill or activity (e.g. same ability for a gymnastics routine; mixed ability for a rugby match).

Resources

- Provide examples of previous pieces of work for the children to watch.
- Provide floor spots & foot/handprints to support the children with positioning and movement.
- iPads for the children to use for video analysis when focusing on improving technique.
- Visual aids/prompt sheets for the children to refer to.
- Use of different sized equipment (larger sized bat in rounders).
- Ensure the space is appropriate and cleared of obstacles for visually impaired children.

ADAPTIVE TEACHING AT ST. JOSEPH'S - PE

Teaching approaches

- Use of the **C-STEP Principle** during the lesson (see next box).
- Provide a visual/demonstration model for children to refer to.
- Provide steps to success.
- Use of physical scaffolding to support with stance and positioning.
- Use simple instructions to avoid cognitive overload.
- Break the tasks into smaller steps that become progressively more complex and linked together.
- Overload games (4v2) & evenly sized games (5v5) to allow all children to participate at their level of development and understanding.

Provide a C-STEP Principle

- **Communication –** use the learner's preferred communication method to ensure that lessons are accessible.
- **Space –** Changing the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success.
- **Task –** Modify the focus, difficulty, instructions, or skills of the task to provide participants with variation, creativity, and individualized progression.
- **Equipment** – Changing the equipment to help children access learning and assist with their physical development.
- **People** – Modifying the number of people in a group or activity to increase or decrease the level of challenge/support to facilitate success.