

PE



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

Possible indicators may include

Significantly behind peers
Requires constant overlearning
Difficulty understanding Rules
and instructions.
participation of all
Struggling with Fundamental
movements.

EHCP

1-1 TA Support

Adapted Equipment

Changing the from a Competitive
to Non- Competitive

Individualised

Individual support Plan (ISP)

MSU MyPlan

Using smaller areas or playing over shorter distances

Using buddy systems, Working in similar ability groups

Group/individual work One Page Profile

Use of expert learners to support peers where necessary

Adapted equipment (Using coloured balls that are easier to see.)

Emphasise their discussions and understanding of the concepts through verbal
feedback,

Targeted

Quality 1st Teaching 'Can do' approach for all children, Targeted questioning in lessons

All children work through same activities with the same resources

Growth mindset

Educational visits and workshops accessible for all and to cater for all needs.

Verbal praise, feedback recognises praise and effort, Each lesson reviews previous learning/knowledge,

Each lesson reviews and builds upon previous learning including sticky knowledge,

Informal, ongoing, formative assessment to extend progress, in lesson feedback,

Targeted open questions, positive relationships, TA Support where appropriate

Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior

misconceptions from learning/sticky knowledge, 'Can you remember?' recap at the end of the lesson to embed learning

Growth mindset pre-learning and post learning assessment ongoing formative assessment throughout lesson

In lesson feedback and discussion on knowledge and skills

Universal