

## Esk Curriculum Adaptive Teaching and Scaffolding in Physical Education

### Generic

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| <ul style="list-style-type: none"> <li>• Recap prior learning</li> <li>• Break learning content/instructions into small steps or chunks</li> <li>• Provide a model or a WAGOLL (What a good one looks like)</li> <li>• Cue cards/prompts</li> <li>• Manipulatives</li> <li>• Checklists</li> <li>• Mind Mapping</li> <li>• Enabling Thinking aloud</li> <li>• Flexible Grouping</li> <li>• Reframing questions</li> <li>• Giving pupils notice that you'll be asking them a question and breaking instructions down into small, manageable chunks</li> <li>• Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc)</li> <li>• Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these may still be appropriate and necessary for some pupils).</li> </ul> | <ul style="list-style-type: none"> <li>• Provide a word bank/Vocabulary List</li> <li>• Writing Frames</li> <li>• Use a Subject Knowledge Organiser</li> <li>• Pausing more when providing instructions or information to allow children with SEND processing time</li> <li>• Working through examples of work together</li> <li>• Encouraging everyone to ask questions and use critical thinking</li> <li>• Setting everyone in the year group the same task, but giving some students extra support such as sentence starters or key vocabulary</li> <li>• Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.</li> <li>• Targeted tailored support both within lessons and as pre/post teaching</li> <li>• Letting pupils show what they know in forms other than written text, e.g. voice recordings, role play or drawings</li> </ul> |
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### Subject Specific

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| <ul style="list-style-type: none"> <li>• Consider group size</li> <li>• Appropriate location/area and space needed</li> <li>• Simplify or change game rules to facilitate success</li> <li>• Consider targets rather than distance</li> <li>• Sensory balls/hoops etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Change the way of scoring/winning to enable success</li> <li>• Adapted/Left handed appropriate equipment available</li> <li>• Paired practical work</li> <li>• Adapt practical techniques where necessary</li> <li>• Revisit previously taught techniques</li> </ul> |
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