

Adaptive Teaching Strategies in PE

At Clyst St Mary Primary School, adaptive teaching ensures all pupils can thrive, belong and achieve in PE. Teaching is responsive, inclusive and rooted in pupils' individual starting points, enabling all learners to experience success and make progress.

1. Adaptive Planning and Task Design

- Tasks are carefully sequenced and scaffolded, with clear progression from fundamental skills to more complex application
 - Multiple levels of challenge are planned within each lesson to support both support and stretch
 - Clear learning intentions with flexible success criteria allow pupils to achieve at different levels
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2. Inclusive Practice

- All pupils, including those with SEND, are supported through adapted equipment (e.g. larger/lighter balls, visual aids, markers)
 - Use of alternative roles (e.g. coach, leader, official) enables all pupils to participate meaningfully
 - Activities are designed to remove barriers and promote a strong sense of belonging
 - Additional adult support and pre-teaching are used where appropriate
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3. Responsive Teaching

- Teachers use ongoing assessment for learning to adapt tasks in real time
 - Questioning is used to check understanding and deepen thinking
 - Immediate feedback supports pupils to refine and improve performance
 - Groupings are flexible and responsive to need, not fixed by ability
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4. Modelling and Instruction

- Skills are demonstrated through clear modelling, including teacher, pupil and video examples
 - Instructions are broken down into small, manageable steps
 - Key vocabulary is explicitly taught and reinforced
 - Visual demonstrations and cues support understanding for all learners
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5. Challenge and Support

- Pupils are encouraged to work at an appropriate level of challenge to build confidence and resilience
 - More able pupils are extended through leadership roles, tactical challenges and performance refinement
 - Pupils needing support are provided with simplified tasks, reduced space or slower pace
 - Emphasis is placed on personal progress and effort, not just outcome
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6. Promoting Independence and Confidence

- Pupils are encouraged to self-assess and reflect on their performance
 - Opportunities for peer coaching and collaboration develop communication and teamwork
 - A positive environment ensures pupils feel safe to take risks and challenge themselves
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7. Supporting Physical and Cognitive Needs

- Activities are adapted to account for physical ability, stamina and coordination
 - Instructions are clear, concise and supported with repetition where needed
 - Movement breaks, pacing and structured routines support engagement and focus
 - Links to health and wellbeing support pupils' understanding of their own bodies
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Impact of Adaptive Teaching

Through effective adaptive teaching:

- All pupils are included, engaged and successful in PE
- Participation and enjoyment are high across all groups
- Pupils develop confidence, resilience and independence
- Gaps in attainment are reduced, and all pupils make strong progress from their starting points