



## Ambition for all: Physical Education

### Introduction

Our Mission at St Bernadette's Catholic Primary School is: -

**'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'**

Our Mission is rooted in scripture

***'I have come so that they may have life and have it to the full'***

**John 10:10**

Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.

### Intent

At St Bernadette's we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Bernadette's are detailed below and set out how we strive to achieve the best possible outcomes for all of our pupils.

However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

### Planning

CAST Learning Strategies		CAST Learning Strategies	
<b>Provide multiple means of Engagement</b>	<b>Provide multiple means of Representation</b>	<b>Provide multiple means of Action &amp; Expression</b>	
<b>Provide options for Recruiting Interest</b>	<b>Provide options for Perception</b>	<b>Provide options for Physical Action</b>	
<b>Provide options for Learning When &amp; Where</b>	<b>Provide options for Language &amp; Symbols</b>	<b>Provide options for Expressive &amp; Communicative</b>	
<b>Provide options for Self-Regulation</b>	<b>Provide options for Cognitive Functions</b>	<b>Provide options for Executive Functions</b>	
<b>Personal &amp; Social</b>	<b>Emotional &amp; Knowledgeable</b>	<b>Strategic &amp; Goal Directed</b>	

Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Bernadette's apply the Universal Design for Learning guidelines when planning lessons. More information can be found at <https://www.cast.org/impact/universal-design-for-learning-udl>

Key Questions to Consider When Planning Lessons
<b>Think about how learners will engage with the lesson.</b>
Does the lesson provide options that can help all learners?
• engage their attention?
• make it relevant and meaningful?
• engage all learners?
<b>Think about how information is presented to learners.</b>
Does the information provide options that help all learners?
• reach higher levels of engagement and understanding?
• understand the content and message?
• present what needs to be learned?
<b>Think about how learners are expected to act strategically &amp; express themselves.</b>
Does the activity provide options that help all learners?
• act strategically?
• express themselves?
• demonstrate progress?

### Quality First Teaching

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

Teachers at St Bernadette's employ a range of strategies across the curriculum to improve outcomes for all learners.

These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks
- cognitive and metacognitive strategies – recall of previously learned content, supporting pupils to plan, monitor and evaluate their learning and modelling a selection of metacognitive strategies e.g. using checklists to monitor their progress
- scaffolding – providing of visual, verbal and written scaffolds and use scaffolding in a manner which reduces over reliance on adults in a non-stigmatising way
- flexible Grouping – group pupils in a way that is non-stigmatising and supports peer to peer learning
- using Technology – use a visualiser when modelling and as a way for pupils to record and present their learning.

