

Sainsbury's

Active Kids

For All

Inclusive PE Training Programme



Case study: primary school England

In November 2013, three primary school teachers from one school attended a Sainsbury's Active Kids for All Inclusive PE Training workshop. Two of the individuals, as Newly Qualified Teachers (NQTs), attended to gain a basic understanding of how to include everyone in PE lessons as they felt this had not been achieved through their initial teacher training. The third individual, Sarah, who is responsible for overseeing PE at the school, attended the training to further develop her knowledge and to gain practical ideas in order to support other teachers to improve their PE lessons.

When asked about the training the NQTs said "the course gave me lots of ideas and a better understanding of what a purposeful lesson should look like and ways to differentiate when planning and in the lesson itself." As a result of the workshop, both NQTs have changed the way they plan their PE lessons. They now place emphasis on ensuring there are at least three levels of challenge within a lesson to support the development of all pupils and feel more confident adapting lessons if students are progressing at different rates.

For Sarah, the workshop taught her a number of new concepts and highlighted the importance of providing challenging and appropriate opportunities to all learners in order for them progress. These learnings have had an impact on the way Sarah plans her lessons and she now uses the STEP tool to differentiate appropriately. "When planning, I think, how can I adapt activities through space, groups and different equipment? For example, pupils who are struggling now work in pairs, whilst others work in bigger groups."

The workshop also encouraged Sarah to think creatively in her lessons. One of the pupils in her class is autistic and can become agitated in warm up activities if there are too many people running around. Since the workshop, Sarah had a greater understanding of the needs of this individual and has worked with him to identify ways in which he would feel more relaxed, for example, using a space hopper for warm up activities. As a result of these changes, Sarah has noticed that this pupil is enjoying PE more and is a lot more involved in the lessons.

Overall, Sarah summarised her learning from the workshop by saying: "Just as pupils in maths lessons should all be challenged individually by working on specific tasks all the time, we need to do the same in PE and ensure all pupils are active doing and learning something all the time."

For further information about the programme please contact the AK4A team on AK4A@efds.co.uk / 01509 227751.

