

# The S.T.E.P. Framework

At **VisionED**, the primary PE experts, we do what we do:

*'because **every** child is **entitled** to an **education** which **engages** and **excites** them, we **empower** teachers through **high quality CPD** and **resources**, to provide **enjoyable, experiential** and **compelling** learning for **ALL**.'*

In this belief we must ensure that teachers and others working with children and young people to deliver the primary physical education and sport agenda are able to plan for and include ALL pupils. This is a key non-negotiable and one which is fully endorsed by all those agencies working to provide support and guidance.

By the very nature of most primary schools, all lessons in PE will include children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities; whilst others will be less able and will need simpler activities, or skills broken down into their component parts. It is worth noting that pupils have a right to high quality PE and withdrawal due to disability, or to have other specialist input (e.g., music lessons) must be reviewed to ensure the pupil has access.

The **STEP** framework offers a highly practical and quickly accessible format by which to help adapt activities allowing all young people to enjoy, access PE and to be able to achieve success, making progress. The **STEP** framework is extremely versatile and represents a simplistic approach to achieving quality PE experiences for all the pupils. Compliance with the latest Disability Discrimination Act also requires schools, and hence teachers, to make all reasonable adjustments to ensure inclusion and differentiation. The provision of the PE and sport premium funding also ensures that schools can access training, CPD and appropriate resources to build capacity and sustain high quality PE for all.

The national Key Indicators, of which there are 5, must be reported against annually as to how the school has used their funding to make a difference – an impact. Developing a staff's awareness of STEP and how to apply it daily significantly supports all the Key Indicators (1-5) but especially indicators 2, 3 and 4.

## What does STEP stand for?

**S.T.E.P.** stands for:

**S**     **SPACE**  
**T**     **TASK**  
**E**     **EQUIPMENT**  
**P**     **PEOPLE**

***We use this to ask 'How can I change...  
where the activity is happening?'**  
**what is happening?'**  
**what is being used?'**  
**who is involved?'***

The following exemplification seeks to illustrate how the **STEP** framework can be used to change and vary tasks to support a child's learning and progress in a PE context.

<b>S</b> <b>SPACE</b>	<b>Where?</b>
<b>Where?</b>	<ul style="list-style-type: none"> <li>• Level (height), e.g., a floor-based game has different requirements from an ambulant game</li> <li>• Adaptation of the playing area – more space gives more reaction time, less space demands higher mobility skills, dodging, marking</li> <li>• Length, height of barrier (e.g., net)</li> <li>• Distance travelled with or without ball etc.</li> <li>• Use of zoned playing area to create safe areas in catch or tag type games</li> <li>• Nearer to partner, further away, smaller / larger target area</li> <li>• Allow some players to start at different times or from different places</li> <li>• Use of channels or court / pitch areas to help pupils cope with tasks</li> </ul>

<b>T</b> <b>TASK</b>	<b>Physical action(s) What?</b>
<b>What?</b>	<ul style="list-style-type: none"> <li>• Easier – simplify the game, rules, outcomes</li> <li>• Harder – introduce more rules, restrictions</li> <li>• Rotate roles</li> <li>• Allocate specific roles, e.g., bowler, timekeeper</li> <li>• Change rules to aid inclusion, e.g., <i>allow more lives for some children, count some players' scores as double, everybody in group must touch the ball before a score</i></li> <li>• Be flexible</li> <li>• Try different ways of playing, e.g., seated, standing, lying</li> <li>• Use different targets for some children, including more targets, wider/bigger</li> <li>• Use distance hit rather than runs made to determine scores.</li> <li>• Defenders or not – e.g., none, passive, semi-active, zoned or active defence tasks</li> </ul>

<b>E EQUIPMENT</b>	<b>By type:</b>		<b>By varying:</b>
<b>With what?</b>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Bats</li> <li>• Mats</li> <li>• Hands</li> <li>• Turtles</li> <li>• Bells</li> <li>• Scarves</li> <li>• Feet</li> <li>• Cones</li> <li>• ICT</li> <li>• Rackets</li> <li>• Fling-its</li> <li>• Compass</li> </ul>	<ul style="list-style-type: none"> <li>• Rubber-lines</li> <li>• Hoops</li> <li>• Plank</li> <li>• Bench</li> <li>• Koosh ball</li> <li>• Stop-watch</li> <li>• Whistle</li> </ul>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture</li> <li>• Weight</li> <li>• Environment</li> <li>• Play surface</li> <li>• In / outdoor</li> <li>• Virtual</li> <li>• Perceived danger e.g., OAA</li> </ul>
<b>How does it change the activity?</b>			
<p><b>Balls</b> Lighter Larger Softer / slightly deflated Different colours</p>	<ul style="list-style-type: none"> <li>• Travel slower in the air and give more time</li> <li>• Easier to see, hit or catch</li> <li>• Travel slower on the floor</li> <li>• Children with a visual impairment may prefer one particular colour over another</li> <li>• Field independent / Field dependent</li> </ul>		
<p><b>Bats</b> Larger Lighter Glove or attached bat</p>	<ul style="list-style-type: none"> <li>• Easier to hit a ball (larger surface area)</li> <li>• Easier to manipulate</li> <li>• Enables player with impaired or absent grip to participate.</li> <li>• Length of shaft bringing head closer to hand or further away</li> <li>• Size of grip to fit smaller hands etc</li> </ul> <p>Significantly when used with suitable balls, the impact of adapting this can be huge allowing far more pupil success, engagement, and motivation.</p>		

<b>P PEOPLE</b>	<b>By type:</b>	<b>People with:</b>	<b>People in:</b>
<b>With whom?</b>	<ul style="list-style-type: none"> <li>Independently</li> <li>In groups</li> <li>In pairs</li> <li>In teams</li> <li>With friends</li> </ul>	<ul style="list-style-type: none"> <li>Different / same roles</li> <li>Different / same ability</li> <li>Different / same size</li> </ul>	<ul style="list-style-type: none"> <li>Own space</li> <li>Big spaces</li> <li>Small spaces</li> <li>Restricted spaces</li> <li>Open spaces</li> </ul>

The **STEP** framework can be used to help children with selecting and applying skills and tactics. Although this is no longer specifically referenced in the national curriculum (2014), practical application and decision making is crucial to all aspects of PE and so needs to be covered. The physical education (2014) national curriculum gives very little in terms of 'prescriptive' requirements and schools must interpret it to provide for their pupils. The decisions children must make can be made simpler or more challenging using the same framework. An example follows:

	<b>Decision making can be made easier if the:</b>	<b>Decision making can be made more challenging if the:</b>
<b>S Space</b>	<ul style="list-style-type: none"> <li>Space is made larger to give more time</li> <li>Space is made smaller to help with the application of the skills</li> <li>Space is exclusive to one person to give them as much time as is possible</li> </ul>	<ul style="list-style-type: none"> <li>Space is made smaller to reduce thinking time</li> <li>Space is made larger to challenge the application of skills</li> </ul>
<b>T Task</b>	<ul style="list-style-type: none"> <li>Task is made easier</li> </ul>	<ul style="list-style-type: none"> <li>Task is made harder</li> </ul>
<b>E Equipment</b>	<ul style="list-style-type: none"> <li>Equipment is easy to use</li> <li>Goals or targets are large</li> </ul>	<ul style="list-style-type: none"> <li>Correct equipment for the activity is used</li> </ul>
<b>P People</b>	<ul style="list-style-type: none"> <li>Total number of people is reduced</li> </ul>	<ul style="list-style-type: none"> <li>Number of people on one side outnumber the other.</li> </ul>