



Physical Development Policy

STATUS:

DRAFT



AGREED



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INTRODUCTION

We believe that P.D. is a vital part of every child's education. Children should be encouraged to achieve their full potential.

RATIONALE

P.D. promotes enjoyment, confidence and skills through a variety of physical activities to enable all pupils to work towards becoming physically aware and independently active.

GENERAL AIMS

1. To develop co-ordination, body awareness, gross and fine motor and control of body movement through adopting the best possible posture.
2. To develop an awareness of physical activity and the effect that this may have on the body.
3. To engage in activities that develops fitness, strength, stamina and flexibility.
4. To increase the awareness of the importance of safety for themselves and others in a range of physical activities.
5. To increase the pupils' sense of achievement and development by setting appropriate targets.
6. To experience the wider curriculum through communication and language, maths, science, PHSE and creative learning.
7. To encourage all pupils to take an active part in practice at whatever level they are working through a variety of sporting mediums.

The teaching of 'Physical Development' helps fulfil the following whole school aims:

1. To establish good relationships through mutual respect and consideration for others in a stable, happy, tolerant and well-ordered community.
2. To provide a framework of challenging opportunities designed to recognise and develop potential of pupils regardless of race and gender.
3. To encourage pupils to be active in the learning process.
4. To make school an enjoyable and stimulating workshop that values hard work, determination and fun.
5. To encourage, through the curriculum, social and moral values and standards for healthy living.
6. To develop personal and social skills such as: toleration, motivation, self-confidence and self-esteem.
7. To provide opportunities for teamwork and encouragement of the development of coping with success and limitation of performance.
8. To provide opportunities for pupils to experience the P.D curriculum in a variety of settings.

Provision

- P.D. is a foundation subject in the National Curriculum. The P.D. Curriculum at Cherry Garden falls within the requirements of the National Curriculum. However most pupils are working pre national curriculum levels which is reflected in the SOW.
- All classes have a weekly session of P.E(gymnastics, games, athletics) and dance/movement.
- All pupils have at least a bi weekly swimming session where every child has an individual swimming assessment.
- Some pupils benefit from a soft play session that can be linked to ‘physical development’ targets for pupils with mobility programmes.
- The new SOW identifies the generic learning expectations with activity ideas linked to the half termly topic.
- Some pupils access MOVE, focusing on core skills of physical development in conjunction with their parents and therapists. MOVE is a goal orientated, activity based programme that uses everyday activities, such as lessons, toileting and transitioning to teach children the functional mobility skills of sitting, standing, walking and moving from one position to another.

Early years (Physical Development)

P.D. is experienced through a wide range of play and other activities such as swimming, soft play and movement, which encompass or promote physical activity appropriate to the pupil’s individual needs.

Curriculum Coverage (KS1 & 2)

- We follow the statutory requirements at Key Stage 1 and 2. Games, Athletics, Gymnastics and dance are provided through a differentiated curriculum to suit individual needs.
- Very active pupils benefit from a rigorous daily physical activity that has a positive effect on their behaviour and learning. Swimming is also provided with an associated scheme for achievement.
- In Key Stage 2 we provide inter school competition, additional coaching sessions from outside agencies and extra curricular clubs, like football, dance and cheerleading. We try to make links with mainstream schools at these clubs to enable our children to mix and share skills with their peers from the borough.

GUIDELINES.

Teaching and learning approaches:

- Each child will have P.D. objectives, which are appropriately set to their age, individual needs and level of understanding. The objectives may be related to gross motor skills like catching a ball or riding a bike or fine motor skills like holding a pencil, or threading a

lace. We evaluate their independent physical ability and aim to raise their level of achievement. A wide range of activities are offered allowing pupils to work individually, in pairs and in small and large groups.

- Throughout the school pupils are given opportunities to work in different environments such as the school hall, outside playground, public/hydro swimming pools and while on the school journey participate in a variety of outdoor activities. Physiotherapists support and give advice as far as possible.
- All dedicated 'physical development session' are differentiated and will facilitate the pupils' communication mode i.e makaton, PECS, communication book etc.

Resources:

The school hall is well equipped with standing gymnastics equipment, large soft play equipment, climbing equipment and a big crash mat. Teachers, before use, check large gymnastics equipment and any repairs needed are reported to the caretaker. Smaller equipment is stored in the cupboard in the hall and the equipment is kept updated on a regular basis by the PD coordinator. A large amount of our equipment is currently gained through the Sainsbury's voucher collection scheme each summer. Additional resources are ordered using a P.D. budget. A separate budget is provided for the costs of swimming and the use of coaches. The Head teacher allocates the budget annually.

Assessment, recording and reporting:

The assessment of P.D. is in line with the school policy on assessment. We use B-squared' Small steps as an assessment tool, whereby pupils work through the P scales from P1(i) to P8. We also have a computerised swimming assessment system in place which enables the teachers to quickly assess and set appropriate targets. Teacher's assessment is used to inform future planning to ensure that all pupils are achieving their potential. The co-ordinator tracks different pupils throughout the year to ensure progress is made by all pupils. Achievements are recorded in accordance with Cherry Garden School guidelines and progress is reported to parents, other staff and agencies through annual reviews and reports.

Monitoring and support:

The subject co-ordinator meets twice a year with the Head teacher to discuss the subject improvement plan for the term. The subject leader is responsible for monitoring the quality of teaching and learning across the school. This is achieved through

- Termly review of progress within P levels. (B squared).
- 'Peer teach' which involves observation and targeted support.
- Monitoring the provision of P.D. in the classes by making sure physical IEP's and appropriate SMART targets are set for soft play, P.D., Swimming and movement/dance sessions.
- Monitoring all teachers' planning providing verbal and written feedback.
- Professional development is a key area in raising standards and staff are encouraged to attend courses related to P.D.

Equal Opportunity:

P.D. follows the school policy of equal opportunities and therefore offers P.D. to all pupils regardless of age, gender, race, class, religion or disability, although some may not participate due to medical grounds. Activities will then be altered in order to cater for those individual needs. The ethnic, religious and cultural background of all pupils will be respected at all times.

Cross Curricular Links:

In the Scheme of work there are is a links column whereby you can see the links made with other subjects.

Behaviour:

P.D. follows the school behaviour policy and due to safety requirements it is imperative that all staff follow the guidelines set out in this document. Awards are given out in Assemblies for P.D. achievements in the form of good news stickers and swimming certificates.

Heath and safety:

Our plans will also show an awareness of pupil's needs to follow safe practice e.g. following instructions, appropriate clothing e.g. wearing P.D. kit for P.D, movement/dance. Injuries are prevented through safe use and movement of equipment and through including a warm up and warm down at the beginning and end of each session.

Accidents:

Any pupil injured during the course of a lesson should be referred to the registered first aid certificate holder within the class or school or if more serious the school nurse will be called. This may occur during a lesson or as assessed by the teacher at the end of the lesson. All incidents should be recorded on an incident form and be given to the Head teacher. When necessary an accident form is sent home via the home school book informing parents of the injury and incident.

Risk Assessment:

The co-ordinator should carry out risk assessments on all areas used for P.D. These will include the hall, playground and soft play area. Teaching staff should carry out risk assessments if activities are taking place outside of school - i.e. swimming. Each teacher that takes a group swimming must complete a risk assessment form and hand it to the risk assessor. Each member of staff who attend the session must view and sign the document.

Parents /Community:

Parents are encouraged to support pupils in their environment in P.D. inside and outside school hours. They are invited to attend school events such as Sports Day and external events. Contact with parents is maintained through home/school books, letters, telephone calls, home visits, meetings and reviews. Pupils have links with the community facilities e.g. swimming and inter school links and competition.

P.D. - SWIMMING

Learning to swim is a very individual process and pupils may progress quicker in some areas than in others. They may therefore need support in some areas longer than in others.

Pupils with profound and multiple disabilities access a hydro pool and work towards achieving independent movement in the water e.g., confidence of physical presence in water, limb manipulation, independent movement of limbs.

AIMS

- 1) To build up pupils' confidence in the water.
- 2) To familiarise the pupils in the routine involved in going swimming.
- 3) To encourage independence.
- 4) To widen the children's experiences.
- 5) To learn to swim.

WATER SAFETY

Pupils should follow safety rules at all times. They should be made aware of the rules and of the danger within their capacity to comprehend. Pupils must never enter the pool area without staff supervision. They should never rush or play carelessly in the area. They should be aware of others in the pool and their need of swimming space.

CHANGING AND HYGIENE

- Key stage 2 classes will use separate changing rooms.
- Pupils should change as independently as possible.
- Care of clothes; clothes should be left tidy in bag/on peg.
- Pupils should go to toilet before going to pool.
- Pupils should wash feet as they enter the pool area.
- No outdoor shoes allowed in the pool area.

TARGETS

Targets are split into Emotional and Skill categories. They can be found in the Swimming assessments folder on the S: drive.