



Alderman Pounder Infant and Nursery School

Policy for Physical Development

This policy incorporates the following former policy:

- PD

Document Owner: Physical Development Subject Leader

Issue Date: Spring 2019

Version: 1.3

Review frequency: every 2 years

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2015	Policy incorporated (Julie Hemsley)
1.1	Spring 2016	Spring 2018	Adjusted in light of AwL (R Hardman)
1.2	Spring 2017	Spring 2019	Curriculum policy incorporated (R Hardman & E Goulborn)
1.3	Spring 2019	Spring 2021	Updated in accordance with new curriculum and new school procedures (R Hardman & L Roberts)

Statement of Intent

Children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination and developing motor and manipulative skills. They should develop their gross and fine motor skills, physical control, mobility and an awareness of space, using large and small equipment, across all Areas of Learning, indoors and outdoors. Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and self-confidence. They should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Children's physical development relates to their body control and co-ordination of large movements, fine manipulative skills, spatial awareness and balance. By developing their skills, knowledge and understanding, they will be able to perform with increasing competence and confidence in a range of physical activities. It is also concerned with children's knowledge and understanding of a healthy lifestyle upon which physical and mental well-being depends. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Aims

- to encourage children to work and play with others in a range of group situations; provide opportunities for risk taking
- to develop the way children perform skills and apply rules and conventions for different activities and sports
- to increase children's ability to use what they have learnt to improve the quality and control of their performance through peer/self-evaluation
- to teach children to recognise and describe how their bodies feel during exercise
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- enable pupils to see a healthy lifestyle as a major feature in our lives related to sport, leisure, employment and culture
- provide multi-sensory experiences as a stimulus for activity and stillness
- enable pupils to work both independently and co-operatively
- To develop an ability to set their own physical achievement goals and then strive to work towards surpassing their personal best

PD Leaders

The role of the PD co-ordinators is to:

- take the lead in policy development and ensure progression and continuity in PD throughout the school

- Promote enthusiasm for encouraging physical activity and an understanding to colleagues about how they can help develop children's mental and emotional health through physical activities.
- support colleagues through analysis of planning and lesson observations and training audit
- monitor progress in PD and advise Head Teacher on action needed
- take responsibility for the purchase and organization of central resources for PD
- keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate

Planning

Planning in PD is a process in which all teachers are involved. The foundation for curricular planning is the Early Years Foundation Stage Curriculum and the National Curriculum 2014 for Key Stage 1. The National Curriculum 2014 for Key Stage 1 has been adapted to create a personalised curriculum which excites and appropriately challenges the pupils alongside the other areas of the curriculum.

The leaders oversee the development of the PD Curriculum in order to ensure consistency of approach and standards.

Feedback to pupils is immediate in the form of praise, encouragement and the use of development points.

All pupils will be encouraged to set their own goals and strive to surpass their personal bests.

Principles for Teaching and Learning

Foundation Stage pupils follow the Physical Development area of learning as prescribed by the Early Years Foundation Stage document. Arising from this area children's handwriting is also tracked and developed. This dovetails in to the Key Stage 1 literacy learning journey.

At Key Stage 1 pupils should participate in dance, games and fundamental movement activities that improve their agility, balance and coordination as prescribed by the National Curriculum document 2014. Through our bespoke curriculum we aim to enrich the National Curriculum further than its original aims so as to further challenge our pupils. Where possible PD is done creatively to enhance other areas currently being taught within the topic.

Hall time is organized so that all classes are timetabled for two PD slots. The outdoor spaces are also used for PD. Teachers can decide when they wish to use this themselves, depending on the suitability of the activity.

We are also aiming to promote extra physical activity through "Daily Dashes" (10 minute daily run) and Active Blasts (quick physical activities to refocus the brain during lesson times). We hope this will feedback to greater mental ability and emotional well-being.

Strategies for Teaching and Learning

PD is delivered through group, individual and whole class teaching as appropriate. In all activities the teacher tries to ensure maximum participation of pupils.

Teachers provide inclusive PD lessons that stretch the able and talented and enhance the quality of provision for those with Special Needs.

Teaching Assistants, classroom helpers, students etc. are used when available to increase pupil: adult ratios in sporting activities.

Pupils with special needs are fully integrated into all PD activities (with the help of Teaching Assistants where applicable).

Self-esteem & Self-worth

The emphasis in PD is on first hand practical experiences. Achievement is celebrated through performances and the presentation of Gold Book awards. Children are encouraged to bring in medals, trophies, certificates etc, gained through out of school activities, to share with the other children in their class. Basic skills are taught using a variety of methods, emphasizing the fact that exercise is fun!

Children are encouraged to set and beat their own Personal Best Targets.

Lost Kit

Children are expected to have their PD kit in school at all times. When they do not have their kit, a note (pre-prepared) will be sent out as a reminder or a message will be sent via the school Dojo system. Children will be allowed to borrow spare clothes (if suitable ones are available) so that they can continue the lesson. School kit is black shorts, track suit bottoms, white t-shirt and outdoor shoes (trainers/plimsolls).

Extracurricular Activities

We send home weekly physical challenges through the school Dojo system to encourage families to have fun and be physical at home.

The school welcomes physical activity clubs run by outside providers. The providers are checked to ensure that they are suitably, qualified, insured and police checked before they are allowed to operate in school.

We try and provide a range of different clubs so that the children can participate in sports that they may otherwise not be able to experience.

Out of school hours outside providers with a sports specialism are used to enhance the PD curriculum. They help to provide inclusive PD lessons that

stretch the able and talented and enhance the quality of provision for those with Special Needs.

Recording and Reporting

Pupils are encouraged to comment on their own skills and seek ways to improve including seeking to beat their Personal Best. Teachers use their ongoing assessment to inform their planning so that children move on to the next set of skills, for which they are ready.

The opportunity to report to parents is possible through termly consultations and in the child's end of year written report. Teachers are always 'available' by appointment if parents wish to discuss an individual child's progress. Reporting in PD focuses on the skills a child has acquired and the level of expertise these skills can be applied to. Recommendations are made for more intense coaching if this would benefit an obvious talent.

Children in FS2 have a statutory assessment using the Child Development Profile. There are no statutory assessments for KS1.

Health and Safety

Safety is of paramount importance in PD lessons and the following steps need to be taken by all teachers (including supply and new teachers):

- ensure control and discipline during PD lessons
- check that the PD area is safe (e.g. free from litter or other obstacles)
- show children how to move apparatus in a safe manner and ensure they do so
- check equipment including the Trim Trail is safe (large apparatus is checked annually and certificated by Sports Safe)
- suitable clothing worn by teacher and children
- long hair should be tied back (but solid plastic hair bands to be removed)
- all jewellery, including earrings, to be removed by the child

Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Parental Involvement, Partnerships & Community

We hold an annual Sports Day for all children where we actively promote family support and attendance. The PTFA committee provide refreshments on the day.

Transition

Whole school planning and regular curriculum meetings take place to ensure progression, smooth transition and continuity between the phases.