

Mount Street Nursery & Infants School



Policy for Physical Development

Date	November 2020
Review Date	November 2023

MOUNT STREET NURSERY AND INFANTS SCHOOL

POLICY DOCUMENT FOR PHYSICAL DEVELOPMENT

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning in the area of Physical Development in Mount Street Infant School.

- It was reviewed in the Autumn term of 2020 through a process of consultation with teaching staff.
- It was approved by the Governing Body as a part of a rolling schedule.

Statement

Children's physical development, enthusiasm and energy for movement is continually being promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination, and developing motor and manipulative skills.

Children develop their gross motor skills, physical control, mobility and an awareness of space using large and small equipment across all Areas of Learning, indoors and outdoors.

A developing sense of identity is linked closely to their self image, self esteem and confidence.

Children are introduced to the concepts of health, hygiene safety and the importance of diet, rest, sleep and exercise.

Aims,

Our aims in teaching Physical Development are that all children will:

- Develop gross motor skills and fine manipulative skills;
- Develop co-ordination and control;
- Develop an understanding of how their bodies move;
- Develop confidence in their movements;
- Develop muscle tone, appropriate tension and balance;
- Develop sensory awareness;
- Understand the importance of moving safely and becoming aware of safety issues in their environment;
- Develop socially through competition and co-operation between other individuals and groups.

Principles of the teaching and learning of Physical development

Physical Development is one of the Areas of Learning within the Foundation Phase

Physical Development focuses on increasing the skill and performance of the body in the following areas:

- Personal
- Adventurous and Physical play
- Health, fitness and safety

Throughout the Foundation Phase, children will have opportunities to develop their skills, knowledge and understanding in Physical Development through:

- Exploring and investigating their indoor and outdoor learning environments
- Exploring, investigating and using a wide range of stimuli and resources
- Involvement in the different types of play and a range of planned activities including those which are child initiated
- Practising different types of games play
- Developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus, including ICT
- Being involved in physical activities that allow them to work as individuals, with a partner and in small groups, sharing ideas and helping each other to improve their work
- Pupils may have the opportunity to work with a number of outside specialist providers, which may include sports students from Coleg Powys, representatives from local sports clubs and other Sports Development Officers (all of whom will have appropriate DBS checks).

Additional Learning Needs

We strive hard to meet the needs of those pupils with additional learning needs, including those pupils who have difficulties with coordination and balance, those with disabilities, those who are more able or talented and those learning English as an additional language. We take all reasonable steps to achieve this.

We strive to do this through:

- Providing support within the classroom from the classroom teacher and Teaching Assistants where possible
- Working closely with the SENCO
- Providing an IEP/IPP which is developed in conjunction with the learner and shared with parents and which is regularly updated
- Using specific intervention programmes and input from external agencies where appropriate
- Ensuring access to the whole Physical Development curriculum by all pupils

Homework

Children are encouraged to practise skills learned in school at home.

Children are encouraged to bring certificates and share achievements from out of school clubs and activities, both in class and at whole school assemblies.

Information regarding opportunities for physical development outside school, such as participating in local sports clubs or activities at Brecon Leisure Centre are given to children and their participation encouraged

Excellence in Physical Development is celebrated in display and performance including:

- Displays of activities
- Badges and certificates awarded at Sports Events

Planning for Physical Development

Through the Foundation Phase Physical Development will be taught as an integral part of the topics.

In the Foundation Phase the pupils' learning is planned using the Framework for Children's Learning 3-7 document.

Each class follows a termly topic incorporating the Foundation Phase skills.

At the beginning of each term staff complete a 'topic web' with the children, which help the staff to assess the children's learning needs and areas of interest.

At the end of each term staff analyse coverage of the skills in each Area of Learning.

The Role of the Physical Development Leader is to:

- Take the lead in policy developments and oversee work plans to ensure progression and continuity in Physical Development throughout the school
- Support colleagues in their development of detailed work plans, with assessment and record keeping activities
- Monitor progress in Physical Development and advise the head teacher on action needed
- Take responsibility for the purchase and organisation of central resources for Physical Development
- Keep up-to-date with developments in Physical Development education and disseminate information to colleagues as appropriate

Assessment of/for learning

- The short term assessments that teachers make as part of every lesson aid future planning. These assessments closely match learning objectives.
- Observations and assessments identified in short term plans feed future planning and identify individual needs and the next steps in learning.

Suitable tasks for assessment will include:

- Practical tasks directly observed by the teacher;
- Small group discussions related to a practical task;
- Specific assignments for individual pupils;
- Individual discussions in which the children are encouraged to appraise their own work and progress;
- Incerts is used to assist in planning the next steps and in tracking pupil progress
- Verbal feedback is given to guide children's progress

- Teachers use mid-term assessments to measure progress against the Foundation Phase outcomes

Strategies for Recording and Reporting

Records of progress in Physical Development are kept by means of photographic evidence which can be located in the class Schoop files.

Ongoing observations are recorded using Incerts under Physical Development.

Reporting to parents is done three times a year. Parents are invited to two formal Parent's Evenings in the Autumn Term and Spring Term and receive a written report in the summer term.

Location of Resources

- A wide selection of tools stored centrally and in classrooms.
- A selection of equipment stored centrally for use in the outdoors.
- A range of ICT equipment such as: microphones , computers, CD players, programmable robots, video cameras and digital cameras stored centrally and in classrooms
- Large apparatus stored centrally such as: boxes, mats and benches.
- Small apparatus stored centrally such as: hoops, balls and bats.
- Large apparatus stored in the Nursery such as: bikes, prams, buggies, scooters and wheel barrows.

Central resources in Physical Development are the responsibility of the Physical Development Area of Learning leader.

Health and Safety

Under the Foundation Phase Framework for Children's Learning 3-7 children are encouraged to take managed risks. There are a variety of guidelines, however, that will help promote safe practice in Physical Development:

- Appropriate clothing must be worn.
- Long hair tied back.
- No jewellery must be worn.
- Children must be trained to carry and place apparatus safely.
- Teachers should always ensure mats are strategically placed for safety and check equipment before the activity begins.
- Large furniture e.g. piano must be moved well away from any apparatus.
- A class or group of children should never be left unattended.
- Appropriate storage of equipment.
- The use of tools must be carefully supervised and controlled at all times in accordance to health and safety requirements.
- Following any LA guidelines on off-site activities relating to the teaching and learning of Physical Development.

Curriculum Cymreig

Pupils will have the opportunities to learn about and explore aspects of Physical Development relating to Wales and about Welsh sports people and teams.

Equal opportunities

The school provides equality of opportunity for all, regardless of race, gender, ability or background.

Transition

Transition between classes within the school is supported with the child's profile. Liaison and transition with the Junior school is maintained by the class teacher and SENCO meeting with Year 3 staff and is supported by the pupils' profile.



Signed: (Chair of Governors)

Date... November 2020.....

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