



Physical Development Policy

Contents

1. Vision.....	3
2. Purpose and Audience	3
3. Parent/Carers to support through:	3
4. Governors to:	3
5. Structure	3
6. Integrated Approach	4
7. Real Life Learning	4
8. Multisensory	4
9. Curriculum Mapping	4
10. Resources.....	4
11. Technology	5
12. Equal Opportunities.....	5
13. Encouraging Physical Independence	5
14. Monitoring.....	5
15. Subject Co-ordinator	6
16. Evidence.....	6
17. Evaluation Impact.....	6

1. Vision

To enable the physical health, social skills and emotional well-being of all pupils to be developed through active involvement in a wide range of physical activities and sports.

2. Purpose and Audience

To agree Castlebar approach to physical development through:

- Achievement of Sainsbury's School Games Kitemark
- Achievement of Healthy Schools Mark
- Participation in Willow Tree School Sports Partnership
- Monitoring of 2 hours PD and Sport in Curriculum time
- Monitoring of one swimming lesson per class every week
- Achievement of 5 hours offer (Government target July 2011)

3. Parent/Carers to support through:

- Ensuring their child has the correct kit; navy shorts, white shirt, black trainers/plimsolls (for football, cricket and boccia) and a tracksuit for outdoor activities.
- Also to ensure that their child has the correct swimming kit (appropriate costume or trunks, hat and towel)
- To collect their child from any after school sport club or sport activity.
- To attend any celebrations of any sporting achievements their child has been successful in at whole school assemblies.

4. Governors to:

- support all staff physical development training
- support all necessary funding to ensure the continued development of high quality of physical development throughout the school
- have a shared agreed approach that the development of pupils' physical skills enables them to make progress with their social, emotional and communication skills as well as helping them to achieve a healthier lifestyle

5. Structure

- All pupils to receive 2 hours of high quality planned physical development lessons covering the range of PD and sports identified in the curriculum map.
 - All pupils to receive 1 swimming lesson a week at the Castlebar swimming pool. Staff to ensure there is adequate staffing so that the pupils are safely supervised walking to the pool, changing, toileting and in the water. Those pupils that have one to one support also require this level of support in the water. Instructor and lifeguard to be always present during the lessons. A group of Year 5 and 6 pupils to be provided with the opportunity to extend their swimming skills by attending sessions at Gurnell Pool; school to book one session at Gurnell per week. The pool to be responsible for instructor and lifeguards during these sessions.
 - All pupils from Year 1 – 6 to have the opportunity to attend at least one after school sport/physical activity club per week and one holiday club per year.
 - To develop appropriate after school or lunch time clubs through maintaining established links with community sport clubs and where possible develop new ones.
 - To develop leadership opportunities through physical development and sport.
 - Pupils from Year 1 – 6 to attend at least one inter-school festival or competition.
 - Pupils from Year 1 - 6 to prepare for competitions through intra school events.
 - To hold an annual whole school sport day.
- a) For small group of Year 6 pupils to attend a series of sessions at Hillingdon Outdoor Education Centre to develop their outdoor Adventure skills.

6. Integrated Approach

Through planned activities as part of the Personal and Social Development Curriculum. For pupils to develop knowledge and understanding of what makes for a healthier life style; the need for daily exercise; a healthy and balanced diet and the need to relax and enjoy.

7. Real Life Learning

The use of Occupational Therapy targets:

- a) To develop gross motor skills i.e. walking, ability to safely negotiate steps, balance and co-ordinate body to maintain good postural control to sit and attend.
- b) To develop fine motor skills i.e. toileting, dressing and handwriting.

8. Multisensory

- Occupational Therapy – use of sensory room and sensory diets for appropriate pupils
- Fine motor activity boxes in classrooms for daily development of pupils targets and skills
- Music Therapy – use of music and movement for appropriate pupils
- Rebound Therapy – use of Rebound Therapy room and assessments for appropriate pupils

9. Curriculum Mapping

Links with Personal and Social Development

- Healthy Lifestyle

Links with Literacy

- Understanding and responding to verbal commands and symbols
- Development of handwriting skills
- Stimulus to stories

Links with Numeracy

- Numbers
- Colours
- Shapes
- Measurement
- Time

Links with Music

- Dynamics
- Tempo
- Rhythms
- Interpretation of music

Links with Knowledge and Understanding of the World

- Ancient Greeks
- The Olympics

10. Resources

- Through the Willow Tree Schools Sports Partnership the PD Coordinator receives continued training in all new government strategies for physical education and sport.
- All staff have the opportunity to receive training in the delivery of the different areas of physical education through insets offered by the Schools Sport Partnership.
- Once staff have attended School Sport Partnership training they can receive curriculum support for half term.
- Also through completing a TOP Sportsability course staff receive access to online resources with suggested learning objectives for their weekly planning of physical development lessons.

- The school also receives annual whole school training on appropriate areas of physical education led/organised by the school sport co-ordinator.
- Staff have now access to Real PE activity pack for most year groups to support them in both their midterm and weekly planning.
- The school also receives support from the Willow Tree SSP, through the organisation of competitions and festivals for young pupils with special educational needs.
- Pupils have the opportunity to access new sports through the School Sports Co-ordinator equipment resources e.g. polybat
- The school has acquired appropriate swimming equipment.
- The school has a wide range of equipment for football, tag-rugby, tri-golf, basketball, boccia, kurling, racquet games, cricket, indoor athletics, gymnastics and rhythmic gymnastics. These are stored in the three physical development cupboards in the school halls.
- There is also a range of small equipment for use at playtimes stored in the sheds situated outside in the playground.
- The school has also developed the playground areas. Pupils have access to basketball court, MUGA pitch and cycling track. The school bikes are regularly serviced and pupils had the opportunity to take part in cycle training that developed their skills and taught them how to cycle safely.
- Moreover, outside there is an enclosed football area for pupils to play games of football in. There is also a range of large wooden climbing frames and a large wooden ship for pupils to develop their ability to balance and climb. The youngest pupils in Yellow Team have their own climbing apparatus to play on.
- The school has two sensory rooms, OT room and a soft play room, with a range of equipment and switches for pupils with sensory diets, to be used on a daily or weekly basis following the OT's advice.

11. Technology

- Use of digital camera to record all pupils' achievements and participation at the various competitions and festivals pupils take part in.
- Interactive Whiteboards and sound systems in each hall allow teachers the use of IT in their lessons.

12. Equal Opportunities

All pupils at Castlebar regardless of gender, culture or disability have equal opportunity to participate in all sporting events the school has access to. Mixed groups of both male and female pupils are selected for their age appropriate festivals, competitions and clubs.

13. Encouraging Physical Independence

Independence is encouraged in pupils across all physical activities at Castlebar. Staff provide children with opportunities to carry out physical tasks independently e.g. by withdrawing physical prompting for short periods of time. Staff follow the principles of ABA and other approaches in PD sessions by the use of appropriate prompting and fading the prompts once the children have mastered the skill and are ready to be challenged with the next step.

14. Monitoring

- Through the implementation and delivery of the Physical Development Curriculum map in both half termly and weekly planning.
- Use of Youth Sports Trust P Levels for Dance, Athletics, Games, Gymnastics and Swimming to assess and meet the needs of pupils. Teachers to baseline pupils for PD at the beginning and end of each school year.
- Each pupil's progress in terms of swimming to be monitored and recorded using assessments based on the Amateur Swimming Association (ASA) assessments.
- Physical Development targets on the Yellow pupils' individual education plans.
- Progress of pupils who take part in Rebound Therapy to be recorded using Rebound Therapy assessments. Recording to be done by staff who deliver the sessions and monitored by the PD Coordinator.

15. Subject Co-ordinator

- To monitor and evaluate the delivery of Physical Development throughout the school.
- To support staff in the delivery of Physical Development through training and resources.
- Through the observation of a range of Physical Development lessons across all key stages throughout the academic year.
- To prepare annual report on how school's Sport Premium funding has been spent.
- To ensure continued participation in the Willow Tree Schools Sports Partnership and Active Ealing.
- To ensure that all pupils in Year 1 – 6 have the opportunity to participate in at least one School Sport Partnership or Active Ealing festival or competition.
- To maintain existing links with community sport clubs and develop where appropriate new ones.
- To further develop links with other schools through SSP and Teaching School Alliance for integrated PD lessons, sports competitions, sharing of good practice and after school clubs.
- To ensure that the school is adequately and appropriately resourced for the delivery of high quality Physical development
- To update SLT team on progress made by pupils in terms of PD, swimming and Rebound Therapy
- To observe PD lessons, swimming sessions and carry out a Learning Walk in order to ensure the quality of PD provision

16. Evidence

- Feedback from pupils in a survey on physical activities and Sainsbury's School Games Kitemark.
- Physical Development Subject File.
- Team half termly and weekly planning.
- Teachers' completed questionnaires for School Sport Co-ordinators support in curriculum time.
- Photographs of various competitions and festivals pupils have participated in on T-share.
- Certificates, shields, medals.
- Pupils' individual education plan physical development targets and progress.
- Occupational therapy targets and reports.
- Rebound Therapy assessments
- Swimming assessments
- Baselines carried out by Teachers for PD at beginning and end of each academic year

17. Evaluation Impact

- Through pupils achieving success in sports events their self-confidence, motivation, social and communication skills are further developed, leading to all round progress of their skills.
- It also enables the pupils to achieve a more balanced and healthier life style.
- Through the school achieving Sainsbury's School Games Kitemark staff are aware of the continued achievements made in physical development.

CASTLEBAR SCHOOL

May 2018

RATIFIED BY THE GOVERNING BODY ON:

11th May 2018

REVIEW DATE:

2021