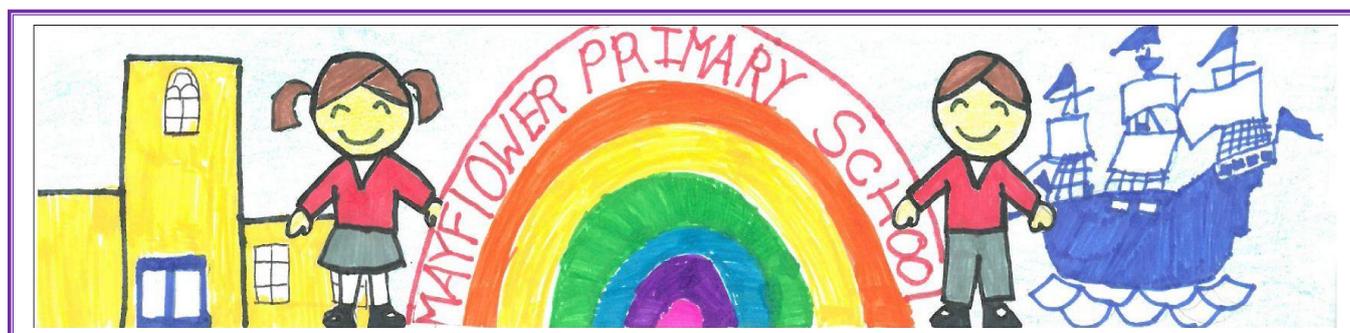


# MAYFLOWER PRIMARY SCHOOL



## FACULTY: THE ARTS

### ART AND DESIGN, DESIGN AND TECHNOLOGY, MUSIC, AND PHYSICAL EDUCATION

Members of the Arts Faculty will keep under review this policy on an annual basis, and ensure that key policy statements are maintained throughout the current academic year. They will seek to engage with a range of external agencies to ensure that the children at Mayflower Primary School receive the best education possible, in support of our Curriculum Intent Statement from November 2020.

<b>Policy Date:</b>	December 2020	<b>Version: 1</b>		
<b>Policy Review Date:</b>	December 2021	Head Teacher: Luke Whitney		Insert Date
<b>Ratified by Governing Body:</b>				
Mrs. Y. Nana	(Chair of Governors)	Insert Signature		Insert: 02.12.20

# **Mayflower Primary School**

## **Art & Design Policy Document**

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **Inclusion Statement**

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an Additional language are considered when planning and developing the provision of Art and Design.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

### **The Importance of Art and Design**

**At Mayflower Primary School we value art because art and design contributes to the development of the whole child – emotionally, spiritually, intellectually and socially. It provides pupils with visual, tactile and sensory experiences and a way of understanding and responding to the world, which is not taught in other areas of the curriculum.**

1.0 Art and Design curriculum offers a distinctive way of learning where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication.

1.1 At Mayflower we aim to provide all children with a progressive and structured learning experience in all areas of the art curriculum. Through art we are committed to developing oral language at every opportunity.

1.2 Art is a practical subject that is enriched by subject knowledge. The focus will be on learning by doing, with the emphasis on enjoyment and expression.

1.3 Art in the National Curriculum includes:-

- The teaching of creative, imaginative and practical skills
- The development of visual literacy.
- The appreciation of our diverse cultural heritage.
- Response to and evaluate arts, crafts and design, including their own and others artist work.

- Teaching children to use materials, tools and techniques safely.

## **Curriculum Organisation**

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

The art and design curriculum has been organised so that cross-curricular links may be established where they are relevant, and not incidental. It is also recognised that art can be used to support children's learning in other subject areas.

### **Records and Assessment**

- 3.0 At the end of each year pupils are assessed against skills taught. This is recorded on the t:drive according to the school's agreed policy.
- 3.1 By the end of Key Stage 1, the performance of the great majority of pupils should be within the range of levels 1 to 3 and, by the end of Key Stage 2, should be within the range 2 to 5.
- 3.2 Each pupil has a Record of Achievement that may contain examples of Art work. Photographs should also be kept as evidence. The art coordinator also keeps a sample of children's work and photographs.

### **Use of Information and Communication Technology**

#### **Using ICT in Art is only statutory at KS2**

- 4.0 Through ICT pupils will have the opportunity to develop and record ideas and use the internet to investigate the work of artists, craftspeople and designers.
- 4.1 Pupils can use ICT to exchange work and ideas using e-mail and develop their own art gallery as a web site.
- 4.2 Pupils skills in ICT are developed through the use of a digital camera, hand held video cameras and art programmes such as Dazzle and Art Revelation package.

### **Use of language**

- 5.0 Through art and design we are committed to developing oral language at every opportunity. Pupils should be taught the technical and specialist vocabulary of art and design and how to spell these words. They should also be encouraged to express their creativity verbally.
- 5.1 EMTAG support can help to take advantage of the exceptionally rich source of stimuli to language provided by examining works of art. Through this children can develop their skills of observations, comparison, imagination and expression. These can be used as a starting point for almost every other area of the curriculum.

## **Inclusion**

6.0 Art and design activities need to be structured so that all children including those with special educational needs, more able and gifted and those learners with English as an additional language have equal access to the curriculum. Children with special needs will require support to achieve full access to the design and technology curriculum. Tools and equipment may need adaptation and skills may need to be broken down into smaller units for progress to be made.

## **Health and Safety**

***The school policy takes account of health and safety requirements.***

7.0 When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils must be taught: about hazards, risks and risk control.

- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- to use information to assess the immediate and cumulative risks.
- to manage their environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.

## **Staff Development**

8.0 Staff will be kept up-to-date with the national curriculum requirements. Staff INSET will develop areas that are generally felt to be under-developed. Individual staff will be given support as it appears to be required. Opportunities may arise for additional support within classrooms.

## **The Learning Environment**

**A range of art and design is displayed in the classroom and along main corridors to provide a rich environment in which we encourage and value creativity.**

## **Resources**

Classrooms have a store of basic resources. Specialist resources are centrally stored. (responsibility of the art coordinator)

### Drawing

Paper: – sketchbooks, A4 cartridge paper, A3 cartridge paper, brightly coloured A4 paper, variety of colours of frieze paper and sugar paper, newsprint and kitchen towel.

Implements: Pencils – BH, 2B and 4B, pencil crayons, wax crayons, felt pens, chalks, chalk pastels, oil pastels, pencil pastel crayons, water colour pencil crayons, charcoal, biro, pen and inks.

### Painting

Implements: Sponge brushes, variety of thicknesses of bristle brushes, spray diffusers, splatter tools, palettes, trays, straws, marbles, sticks.

Paints: Variety of colours of ready mix black points, powder paints, water colour paints, brusho, marbling inks, spray paint.

Printing: Printing inks, trays, rollers, sponges.

## Fabric and collage

Paper: - as above plus tissue paper, crepe paper, metallic and sticky paper.

Fabric: variety of colours of felt, hessian, binca, cotton, white lawn, calico, off cuts of fur fabric, leather, plastics, ribbons, re-used materials.

Threads: cotton, coloured twine, embroidery thread, shiny threads, raffia, string, wool.

Other: sequins, beads, buttons, glitter, needles, knitting needles, weaving boards.

Fabric colouring: bottles of ready mix dye and extender, cold dyes, salts, 2 batik pots, wooden frames, drawing pins, wax, safety glasses, fabric wax crayons, fabric pastel, iron.

## Modelling and sculpture

Card: - large sheets of thin white card, A4 sheets thick white recyclable card, corrugated card.

Recyclables: - card, yoghurt pots, plastics bottles, twine cones, egg cartons polystyrene filling, cork tiles etc.

Modelling materials: - clay, plasticine, play dough, woodyform, plaster of paris, Mod roc, slips, glazes

Equipment: - boards, rolling pins, pin guides, plastic knives, metal knives, pastry cutters, modeling tools, extruders, etc.

## **Knowledge of art**

Mayflower has a extensive range of materials on offer to research art and crafts:-

- artwork around the school
- Mayflower art Gallery of artist and children's work
- poster packs in themes
- collection of posters and pictures
- Specialist books on techniques and ideas
- books on the lives of individual artists
- art education magazines
- art websites

# ***Mayflower Primary School***

## ***Design and Technology Policy Document***

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **Inclusion Statement**

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of the D&T Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupils' diverse learning needs and overcomes potential barriers to learning.

### **Teaching and Learning**

1.0 Design and Technology contributes to the school curriculum by preparing children to participate in a rapidly changing technological world.

1.1 At Mayflower we aim to provide all children with a structured and progressive learning experience in all areas of the technology curriculum. Through technology we are committed to developing oral language at every opportunity.

1.2 Design and technology is a practical subject requiring the acquisition of technical skills, confidence in generating ideas, and a logical and orderly approach to planning, strategies for problem solving and a self-critical approach to evaluation.

1.3 Pupils will, therefore, be given the opportunity to:

- design and make products.
- develop and practice particular skills and knowledge.
- investigate, disassemble and evaluate simple products.
- work with a range of materials and components.
- investigate the working characteristics of materials.
- apply skills and knowledge from across the curriculum.
- enhance design and making skills through the practical application of ICT.

## ***Curriculum organisation***

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

Design and technology activities need to be structured so that all children including those with special educational needs, more able and gifted and those learners with English as an additional language have equal access to the curriculum. Children with special needs will require support to achieve full access to the design and technology curriculum. Tools and equipment may need adaptation and skills may need to be broken down into smaller units for progress to be made.

### ***Records and Assessment***

3.0 Teacher assessments are based on observations of practical activities, interaction with the pupils, on the pupils' written work and on their finished product.

3.1 At the end of each year pupils are assessed against the level descriptors to find the best fit for that pupil. This is recorded on the T Drive according to the school's agreed policy. The majority of children will demonstrate achievement of levels 1 to 3 by the end of Key Stage 1 and levels 2 to 5 by the end of Key Stage 2.

3.2 Each pupil has a Record of Achievement, which may contain examples of Design and Technology work. Photographs of children engaged in practical work and with their finished work should also be kept as evidence and also given to the Design and Technology Coordinator each term.

### ***Use of information and communication technology***

4.0 Through ICT pupils will have the opportunity to prepare, present and review information as they work on their design ideas, developing models that communicate these ideas.

### ***Use of language***

5.0 Design and technology offers excellent opportunities for the development of language. Questioning skills, planning, sequencing, evaluation, following instructions and learning specific technical vocabulary are all integral to design and technology. Support within the classroom will be invaluable to make best use of these opportunities.

### ***Values and Attitudes***

6.0 Children:

- work both independently and with others', listening to others' ideas and treating these with respect;
- can be creative, flexible and show perseverance;
- critically evaluate existing products, their own work and that of others;
- develop a respect for the environment and for their own health and safety and that of others;
- develop their cultural awareness and understanding and appreciate the value of differences and similarities;
- develop an understanding that all people are equal and that there needs to be alternative solutions to meet the needs of individuals and groups of people;
- find enjoyment, satisfaction and purpose through designing and making;

## ***Health and Safety***

7.0 When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risk and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- to use information to assess the immediate and cumulative risks.
- to manage their environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.

## **Staff Development**

8.0 Staff Development is an ongoing process. Staff will be kept up to date with National Curriculum requirements.

8.1 Staff INSET will examine areas that are generally felt to be underdeveloped.

Individual staff will be given support when necessary.

## **9 *Design and Technology in the Foundation Stage***

Design and Technology is taught as part of the Knowledge and Understanding aspect of the Foundation Curriculum. It is taught as an integrated subject in all areas of the curriculum. To give all the children the best opportunities for developing their skills and knowledge the children are given:

- Opportunities to use a range of tools and equipment safely
- Opportunities to discuss reasons that make some activities safe or unsafe
- Opportunities to experiment and solve problems independently
- A range of materials and tools to work with
- Opportunities to select tools and techniques they need to shape, assemble and join the materials they are using
- Opportunities to increase their vocabulary by describing the features of objects and how to manipulate objects
- Opportunities for exploratory play
- Opportunities to promote questioning about why things happen and how they work
- Opportunities to investigate similarities and differences, patterns and change
- Opportunities to design, carry out and evaluate their own work
- Opportunities to record their own work
- Opportunities to build and construct with a wide range of objects
- Opportunities to talk about what they have made.

**Resources**

10.0 Practical Resources are kept centrally along with staff information, lesson plans and teaching guides.

# ***Mayflower Primary School***

## ***Music Policy Document***

### **Contents:**

- Introduction
- Purpose of the Policy
- Expectations
- Aims
- Strategy for Implementation
- Teaching and Learning
- Assessment and Recording
- Inclusion
- The Curriculum
- Staffing
- Learning Resources
- Safe Practice
- The Contribution of Music to Other Aspects of the Curriculum
  - Literacy
  - Numeracy
  - ICT
  - History
  - Spiritual Development
  - Personal and Social Development
- Leadership and Management
- Monitoring and Evaluation
- Review

### **Introduction**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen to and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

### **Purpose of the Policy**

There are four main purposes to this policy:

1. to establish an entitlement for all pupils;
2. to establish expectations for teachers of this subject;
3. to promote continuity and coherence across the school;
4. to state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## **Expectations**

By the end of each National Curriculum Year, the performance of the great majority of pupils should be within the expected standard for their age group (ARE/EXS). Most pupils are expected to achieve EXS, but some will not be able to reach this Key Milestone. Equally, there will be others who have the capacity to go beyond this, and the support provided by the staff from Soar Valley Music Service is invaluable in helping our children to excel.

## **Aims**

The school aims to:

1. foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
2. enable all pupils to realise their individual creative potential and to express themselves through music;
3. enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
4. extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places;
5. develop through music pupils' skills which contribute to learning across the curriculum;
6. contribute to the community and the Federation's ethos.

## **Strategy for Implementation**

Pupils will receive a broad and balanced curriculum in which sufficient time will be provided to teach music and to provide for progression in knowledge, skills and understanding.

All pupils will experience some planned class-based musical activity every week as detailed in the school's rolling programme.

The scheme of work for music will draw on the QCA scheme of work and will be delivered using the music files and Sing Up resources.

Each unit of work for music will be designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Most units of work will include the range of activities.

Visiting performers will enrich the pupils' experience of music.

Some pupils will have the opportunity to take part in ukulele tuition, some will join teacher-led guitar clubs and choirs, and some will take part in instrumental tuition provided by Soar Valley Music Service and will be charged according to the Leicester City Council Music Policy.

Other opportunities for enrichment will also be developed, including the school choir, the annual entry to the Schoolvision context, and the annual Young Voices Concert, that is held at the NEC in Birmingham.

## **Teaching and Learning**

Teachers will select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers will direct and develop pupils' skills in performing, which will involve pupils working as a whole class, in smaller groups and individually.

Teachers will support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. As the pupils make progress, especially at Key Stage 2, they will develop their ideas individually or in small groups.

Teachers will use challenging questions in listening and appraising activities to generate discussion and debate.

## **Assessment and Recording**

Assessment opportunities will be identified in each unit of work. At the end of each unit teachers will make note of those pupils who achieve higher or less well than the expected level for their age.

## **Inclusion**

Teachers will be expected to include in their planning how to meet the targets identified in the pupils' IEPs and passports. It is the firm intention that all children will be involved in music provision within and beyond the classroom.

## **The Curriculum**

The curriculum will be organised in units of work allocated on a 2-year rolling programme. In addition to this, opportunities to make and listen to music will be planned throughout the year. These will include a programme of themed music in assembly, and visits from musicians and performers.

## **Staffing**

Pupils may be taught music by their class teachers or by an identified Music specialist on the staff.

## **Learning Resources**

A range of tuned and untuned percussion instruments will be available for use in music lessons. Electronic keyboards will be available for composition and performance. Recorders, of varying sizes, and tuition books will be provided by the school, as will be some guitars.

Portable CD players will be kept in each classroom.

A stock of Classical CDs, World Music CDs and Piano Music will be stored centrally.

The scheme of work for the music unit will be kept as a central resource, and made available to all staff, as required.

## **Safe Practice**

Mayflower Primary School has adopted the Health and Safety guidelines published by Leicester City Curriculum Services. These explain how risk assessments should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines will be provided for all teachers. Electrical equipment will be checked in line with the school's procedures.

## **The Contribution of Music to Other Aspects of the Curriculum**

**Literacy:** music and singing supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing, and poetry performance.

**Numeracy:** music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical description and graphical representation.

**ICT:** pupils will have opportunities to use tape recorders, keyboards and experience computer music software.

**History:** pupils will explore the musical traditions of historical periods studied.

**Spiritual development:** in order to develop aesthetic awareness and an enjoyment of music, lessons will be planned to ensure that pupils receive satisfying and exciting musical experiences.

**Personal and social development:** the principles of personal and social development will be reinforced by songs with clear messages.

## **Leadership and Management**

The Music Co-ordinator will meet with Foundation Stage, KS1 and KS2 teachers to discuss skills progression and will assess the Federation training needs.

## **Monitoring and Evaluation**

The Music Co-ordinator will monitor the progression of skills across the Key Stages and evaluate the implementation of the scheme of work in line with the Federation's monitoring timetable.

## **Review**

This policy will be reviewed biennially in line with the school's policy review programme. The Head Teacher will be responsible for reporting to the governors about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

# **Mayflower Primary School**

## **Physical Education Policy Document**

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **Inclusion Statement**

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of the PE Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

1.0 We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stages as outlined in National Curriculum.

Mayflower Primary School sets out three principles that are essential to develop inclusive curriculum: -

- A. Setting suitable learning challenges.
- B. Responding to pupil's diverse learning needs.
- C. Overcome potential barrier to learn and assessment for individual and group of pupils.

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of the P.E. Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

1.0 P.E. at Mayflower should enable children to participate in inclusive, well structured and progressive learning experiences, which enable them to develop a positive attitude towards physical activity and make informed choices about maintaining a healthy lifestyle.

1.1 P.E. aims for pupils:

- to develop the ability to **plan** a range of movement sequences, organise equipment and apparatus and design and apply rules.
- to enhance **performance** through developing the ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement-related activities.
- to improve observational skills and the ability to **evaluate** the effectiveness of performance.
- to promote positive attitudes to **health** and **hygiene** and develop **physical fitness**.
- to develop a knowledge of **safety** factors and an appreciation of the principles of safe practice.
- to enable **working with others** through developing communication skills, encouraging the use of appropriate terminology and promoting those skills necessary for effective co-operation.

1.2 The emphasis should be on enjoyment linked with maximum activity for all pupils.

1.3 The teaching of P.E. should provide:

- encouragement by incidental coaching wherever possible.
- a variety of skill opportunities with the realisation that many repetitions are necessary for most children to increase their level of skill.
- the presentation of attainable objective linked to age and ability.

### ***Curriculum Organisation***

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy

2.0 A framework of the Key areas to be taught during each academic year in Key Stage 1 and enables a planned, balanced P.E. programme to be taught. This is reviewed when necessary.

2.1 The teaching of these areas can be linked to cross-curricular thematic work i.e. dance and movement, outdoor activities and visits, health and fitness.

- 2.2 Planning groups need to be aware of the amount of curriculum time allocated to P.E. and plan the amount of time to be devoted to each area of activity within the overall curriculum allocation.
- 2.3 A balance needs to be achieved between the teaching of skills and the use of small and large group activities. Pupils should have the opportunity to use a wide range of equipment.
- 2.4 All pupils should be able to learn to their full potential in all key areas. Therefore it is for teachers to ensure that equal access and opportunity is provided for all pupils in physical education.
- 2.5 Wherever possible provision should be made for the physically gifted, highly talented children. This can be achieved through further skills development, sports clubs linked to the school and the community, use of outside agencies such as city sports' clubs and organizations.
- 2.6 Children with learning difficulties and disabilities should have equal access to the P.E. curriculum. Work should be planned to provide the necessary support, i.e. effective use of instruction and demonstration, careful selection of equipment, adaptation of activities and the use of Section 11 and Special Needs Staff.
- 2.7 Pupils can develop their skills within the key areas through individual activities, co-operative group work and being involved in competitive situations.

### ***Records and Assessment***

- 3.0 Formative assessment on short term plans should be made by teachers throughout the key stage. This should be in the form of comments covering each of the key areas. Co-ordinator to be released to record evidence of good practice at various intervals.
- 3.1 Pupils use their R.O.A's to detail any achievements they make. These include involvement in a new sport, developing a new skill, participation in a school team and receiving a swimming certificate.
- 3.2 A comment on a pupil's general ability is made on the written report to parents as well as any particular strengths or areas for development.

### ***Use of information and communication technology***

- 4.0 ICT provides opportunities for pupils to collect analyse and interpret data to evaluate performance and identify priorities for improvement. For example, spreadsheets can be used to record and analyse results in athletic and swimming activities and databases to build pupils' ideas and improve and record their performance.
- 5.0 Refer to the current ICT Policy for ICT and Physical Education and other relevant matters.

### ***Use of language***

- 6.0 Through P.E. verbal and non-verbal communication skills can be promoted when pupils explain what they intend to do, give feedback to others, plan and organise group and teamwork, give instructions and signals in a game, use gesture in dance and respond to music and other sounds in dance .

### ***Health and Safety***

- 6.0 When working with P.E. equipment and material in practical activities and in different environments, pupils should be taught about hazards, risks and risk control.
- 6.1 Pupils should recognise and assess hazards and risks and take steps to control the risks to themselves and others.  
Refer to the current guidelines in the new safe Practice in Physical Education and school sport book , current edition 2008.

### ***Staff Development***

- 7.0 Advisory links – i.e. involvement in TOP SPORT scheme.
- 7.1 Internal INSET for class teachers who all teach the key areas of activity (P.E. coordinator, other staff).

7.2 There is also a need to resource P.E. effectively, i.e. purchases of sufficient small games equipment in amount and variety. Provision of reading/activity books (Bright ideas – Dance/P.E.), Dance tapes. Playground markings.

7.3 External INSET – Class teachers are directed to areas of interest according to school needs.

7.4 Links with Crown Hills Community College.

### **PE in the Foundation Stage**

PE provides the best opportunities for children to develop their coordination skills, control, manipulation and movement. Physical development has two other important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children to develop a sense of well-being.

To give all children the best opportunities for effective physical development, we:

- Plan a range of indoor and outdoor activities that offer appropriate physical challenges
- Provide sufficient space indoors and outdoors to set up relevant activities
- Provide sufficient time for children to use a range of small and large equipment
- Provide resources that are used in a variety of ways and are used to support specific skills
- Introduce and extend their vocabulary pertaining to movement alongside their actions
- Provide time and opportunities for children with disabilities or motor impairments to develop their physical skills, working with physiotherapists and occupational therapists when required
- Use additional adults when necessary to encourage increased independence in physical activities
- Provide opportunities for children to understand the effects of physical activities on their bodies

### **Resources**

7.0 All resources are kept in the P.E. store.