

<b>Policy:</b>	<b>PHYSICAL DEVELOPMENT POLICY</b>
<b>Reviewed:</b>	January 2017
<b>Next Review:</b>	Three years, or as legislation may require
<b>Responsibility:</b>	Head of Education and Care
<b>Category:</b>	Curriculum Policies

## ■ The Role of Physical Development

The role of Physical Development is to provide babies and children with opportunities to:

- Be active and interactive.
- Gain confidence in what they can do.
- Develop skills of co-ordination, control, manipulation and movement.
- Use all of the senses to explore and learn about the environment.
- Develop an understanding of the importance of physical activity and making healthy choices.
- Feel the positive benefits of being healthy and active.
- Develop a sense of well-being.
- Develop independence in self-care.

Meeting children's physical needs is fundamental to their well-being. Growing and developing children who are physically well will have the energy and enthusiasm to benefit from the range of activities on offer to them.

## ■ Centre Aims

Our aim is to ensure that all children are given the opportunity to develop their gross motor and fine motor skills within a safe, stimulating and enriching environment.

We acknowledge the important link between a healthy lifestyle and the ability to learn effectively. We also recognise that the Centre can play a significant role, as part of the larger community, to promote healthy lifestyles.

As a result, we aspire to improve the health of the Centre community by teaching ways to establish and maintain life-long physical activity habits.

We aim to do this by:

- Planning activities that offer appropriate physical challenges.
- Providing sufficient space, indoors and outdoors, to set up relevant activities.
- Giving sufficient time for children to use a range of equipment.
- Providing resources that can be used in a variety of ways or to support specific skills.
- Introducing the language of movement to children, alongside their actions.
- Providing time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Supporting children in developing independence in self-care skills. Using additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

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Effective Learning in Physical Development involves:

- Having time to explore and experiment, refining movements and actions.
- Having opportunities to learn across the curriculum through physical activity.
- Learning through using all of the senses.
- Developing confidence and independence through building on existing skills.
- Developing an understanding of how exercise, rest, food and good hygiene practices promote good health.

Effective Teaching in Physical Development involves:

- Providing opportunities for regular and frequent physical activity, both indoors and outdoors.
- Providing a well-planned and resourced learning environment.
- Ensuring that the learning environment is safe, and that appropriate outdoor clothing is available.
- Offering a range of stimuli for movement, such as action rhymes, stories, music and props.
- Introducing appropriate vocabulary, alongside actions.
- Teaching specific skills such as throwing and catching.
- Providing a range and sufficient quantity of interesting and challenging resources.
- Countering stereotypical behaviours that hinder children's development.
- Involving parents and carers and encouraging them to take part in physical activities with their children.

## ■ **Monitoring and Evaluation**

The methods of monitoring and evaluating the teaching and learning in the area of Physical Development include:

- Planning reviewed by the Physical Development Co-ordinator.
- Assessment data analysed each term by the Teachers and information passed to the Senior Management Team.
- Access to physical activities monitored by sampling on a regular basis.
- Quality of observations and Learning Journeys monitored regularly by Team Leaders and Teachers.
- Moderation by Teachers of assessments and Learning Journeys.
- Photographs and examples of children's physical development work displayed in each service.

## ■ **Planning**

Physical Development comprises of two areas:

- Moving and handling

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- Health and self-care

Team Leaders and Practitioners should ensure that both of these areas are covered.

#### Long-term Planning

Provides for all aspects of physical development to be covered over the year.

#### Medium Term Planning

Using long term plans, observations, assessment data, and the children's interests and next steps, the teachers and team leaders identify areas of focus for the half term.

#### Short-term Planning

Learning experiences are planned for each week, based on the observed needs and interests of the children and feedback from parents.

These are designed to build upon and extend children's knowledge, understanding and skills in this area and promote positive attitudes to learning.

#### Focussed Child Planning (Nursery School)

A key person will choose a child to 'focus' their observations and planning on for one week. These observations and the children's next steps /interests will be planned for through the short-term planning.

### ■ **Observation and Assessment**

- A practitioner may note a child's interest in a specific activity or resource.
- Observations may be made during an adult-led or focused activity.
- Parents are encouraged to share their own observations and assessments of their child's progress.

Both formative and summative assessments are made:

- Formative assessments through ongoing observation.
- Summative assessments are shared with parents each term, in the Two Year Progress Report and at the end of the Nursery School year.

Achievements and progress will be noted on the Physical Development assessment sheets. This information will then be input to the assessment tracker.

A child's achievements and interests will be noted in their Learning Journeys and shared with parents termly.

For further details on observation and assessment, see the 'Observation & Assessment Policy'.

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### ■ Roles & Responsibilities of the Physical Development Co-ordinator

The assessment data is analysed once a term by the Teachers, identifying areas for focus.

The Co-ordinator will carry out the following responsibilities:

- Monitor planning of an appropriate and effective curriculum for both indoor and outdoor physical activity.
- Ensure that practitioners observe and assess the children to inform future planning.
- Observe Practitioners and agree any training and development needs.
- Review the Physical Development Policy.

### ■ Roles & Responsibilities of all Practitioners

- Ensure that all children have equal opportunities to access both indoor and outdoor physical activities.
- Refer to the planning before each session in order to understand the learning intentions of all activities.
- Carry out ongoing observations and assessments of children in order to inform future planning.
- Ensure that children are wearing appropriate footwear and clothing, particularly for outdoor physical activity.
- Ensure that resources are adequately cared for and safe to use.
- Carry out risk assessments in line with the Centre Risk Assessment Policy.

### ■ Roles & Responsibilities of Parents

- Attend the termly parent meetings to discuss their child's achievements and targets.
- Support the Centre in encouraging a healthy lifestyle, which includes regular participation in physical activity.
- Support the Centre in enforcing routines and rules that ensure the safety of all children engaged in physical activity.
- Share their observations and assessments with their child's Key Person.
- Ensure that their child attends the Centre in clothing and footwear that is appropriate for physical activity, both indoors and outdoors.
- Contribute to their child's 'Individual Plan'/children's next steps on a termly basis.

### ■ Special Educational Needs

We aim to cater for the individual learning needs of every child, recognising the need for specialised provision to ensure access to all aspects of Physical Development.

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See 'Policy for meeting Special Education Needs' for more information.

The Centre has a named Special Educational Needs Co-ordinator (SENCo) who works across the Centre. The SENCo links with external agencies such as the Educational Psychologist, the special needs team, the early year's behavioural team, speech therapists and health visitors. The SENCo, Practitioners and outside agencies work together with parents to form Targeted Learning Plans (TLPs) for children.

Parents and Carers work with Practitioners, the SENCo and outside agencies in supporting the child's progress at the Centre. Information about the child's development may be shared with other settings attended by the child, with parental consent.

### ■ **Able, Gifted and Talented**

We aim to provide for the needs and interests of all our children through the observation, assessment and planning process. This process enables us to identify those children who are high achievers in any or all areas of learning and development.

Practitioners, supported by the Teachers where appropriate, ensure that activities are suitably challenging to enable children to reach their full potential.

### ■ **Equal Opportunities**

All children and families are encouraged to take part in all activities at the Centre. We actively celebrate cultural differences, and recognise the importance of treating children equally and with respect.

Boys and girls are treated equally and encouraged to take part in all aspects of Physical Development.

### ■ **Health and Safety**

- Practitioners should carry out a daily risk assessment of physical play equipment, both indoors and outdoors.
- Practitioners should ensure that children are wearing appropriate clothing and footwear for the activities being provided, particularly outdoors.
- Children using large outdoor climbing equipment should be supervised at all times.

### ■ **Managing Resources**

- All resources to be returned to the garages or sheds and checked and counted after each session to minimise loss and damage.

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- The Practitioners and Physical Development Co-ordinator will, through planning, observation and assessment, identify new resources which will support teaching and learning.
- Any damages must be reported to the Physical Development Co-ordinator, who will then identify resources that need replacing.
- The asset management file contains a complete list of resources that we have within the Centre and this should be updated when new resources are purchased.

#### ■ **Dissemination**

This policy is available for all parents, Governors, staff and prospective parents.

#### ■ **Review Procedure**

This policy will be reviewed every three years by the Physical Development Co-ordinator, the Head Teacher and the Governors.