

Blossom Lower School and Upper House



GROSS MOTOR SKILLS POLICY (Physiotherapy intervention in the primary setting) Foundation stage, Primary

**Last reviewed July 2012 Annerie Smit
Next review due June 2013**

POLICY FOR GROSS MOTOR SKILLS

Document Purpose

This policy document aims to reflect the philosophy of our school in relation to how gross motor skills are both taught and learnt. It provides a basic framework through which all staff, teaching therapy and non-teaching, can approach motor skills and gives guidance in areas such as curriculum content, planning and evaluating.

This policy is intended to be used in conjunction with the scheme of work for gross motor skills. This identifies which areas of the curriculum are to be covered by which year group

Readership

This document is intended for:

- All teaching and therapy staff, including supply teachers
- Inspection teams
- Nursery nurses, non-teaching assistants and support staff

A copy of this policy is available from:

- The Headteacher

Subject Aims

Gross Motor Skills sessions are devised and taught by a physiotherapist in liaison with PE and occupational therapy staff.

The aims of motor skills sessions are:

- To check that all children have reached developmental milestones appropriate to his/ her age.
- To reinforce skills required for normal movement.
- To develop the language required for normal movement.
- To address individual children's motor difficulties within a group situation.
- To enable each child to develop his/her self esteem related to motor skills.
- To enable each child to follow a sequence of motor commands.
- To develop each child's body awareness and awareness of others.
- To develop balance skills
- To develop visual tracking and eye/hand coordination skills.

- To develop bilateral and reciprocal co-ordination skills and to distinguish left from right.
- To enable children to work with a partner or as part of a group.

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory Guidance.

The subject comprises of Programmes of Study. These are divided into levels of increasing challenge.

Our pupils will work at levels appropriate to their abilities.

Curriculum and School Organisation

Gross Motor Skills is taught as a separate subject .

Planning and evaluation of motor skills work is undertaken on a weekly basis by the physiotherapist and can be seen in his/her plans.

Planning at a year group level ensures that classes within a year group cover the same areas of work. Planning at a unit and whole school level ensures continuity and progression within the subject and avoids unnecessary duplication or omission.

Detailed curriculum content and progression can be found in the Scheme of Work for motor skills.

Clothing for PE Activities

Shorts/jogging bottoms, T-shirt, socks only
No jewellery to be worn for any physical activity.

Planning

See Policies on Monitoring and Evaluation, and Teaching and Learning.

Assessment, Record Keeping and Reporting

See Policy on Assessment, Recording and Reporting.

Resources and Accommodation

Equipment and resources are shared with the physiotherapy staff and PE department. These are kept in either the joint therapy rooms or the PE loft cupboard. Purchases of new equipment is planned in consultation with other therapy staff and the principal.

INSET Provision

See Policy on INSET.

Equal Opportunities

See Policy on Equal Opportunities.

Evaluation

Evaluation is carried out to enhance teaching and learning and is the responsibility of the physiotherapist. The class organisation and teaching style of this policy will be subject to evaluation each year.

This evaluation will focus on:

- Content (requirements of the National Curriculum)
- Pupils' progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing pupils' achievements
- Reviewing the Programmes of Study coverage
- Analysing teacher and year group planning
- Staff discussion
- Observation of gross motor skills lessons where requested by group teachers (teachers to observe good practice and to be observed by colleagues for advice where this is sought)
- Advisory service input

Evaluation and review of the Policy for motor skills and the Scheme of Work for motor skills takes place on an annual basis. The therapy team work together to consider any necessary changes or adaptation to the policy. These are then discussed and agreed by the principal before the policy document is amended.