



Castle Hill School
Innovating, Communicating, Empowering

Physical Development Policy

Policy Created	2012
Committee	Joint
Last review	March 2025
Frequency	3 years
Date to be reviewed	March 2028

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs (initially carried out in the spring and summer terms of 2014, but ongoing as required). In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need irrespective of their age, gender identification, sexuality, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Curriculum Intent Statement

The curriculum is designed to enable all students to be **effective communicators**, giving them confidence and preparing them to take an active role in their community, influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment.

Physical Development Statement

Physical Activity:

- helps pupils understand what it takes to persevere, succeed and acknowledge other's success.
- enables pupils to compete against themselves and others and take part in challenging activities working individually and as part of a team.
- promotes the enjoyment of physical activity in a structured curriculum and safe, supportive environment.
- provides opportunities for progression, knowledge and development of skills.
- is an area in which we can foster a positive attitude towards fitness, wellbeing, health and hygiene.
- supports physical and sensory development

- promotes “readiness to learn” through sensory integration and emotional regulation

Philosophy

At Castle Hill Physical development was highlighted as being a key area of learning for our pupils.

Physical Development is a practical subject that enables all pupils to participate in enjoyable, exciting and challenging physical activities as part of their daily routine and at a level personal to them. Physical development routines are used throughout the day in order to prepare pupils for learning e.g. ABC, Wakercise, Sensory Integration. Pupils are encouraged to achieve a sense of calm and well-being and physical exercise can help them to achieve this.

Physical development provides opportunities for the development of physical, personal, social and intellectual skills and it encourages self confidence and self esteem, positive actions, co-operation, tolerance and respect for others. Physical Activity promotes the undertaking of exercises that can be continued into adulthood as part of a healthy lifestyle.

In particular, Physical Activity offers pupils with learning difficulties opportunities to:

- ◆ develop their skills of coordination, control, manipulation and movement
- ◆ enhance appropriate areas of health and fitness and contribute toward their physical activity
- ◆ work on exercises recommended by the physiotherapy team to support their physical needs
- ◆ develop their personal qualities of commitment, fairness and enthusiasm
- ◆ develop their thinking, appreciation and evaluation skills
- ◆ compete against themselves and others, and take part in challenging activities
- ◆ develop their ability to express themselves and be creative
- ◆ work individually and as part of a team
- ◆ build their self-confidence and self esteem

In response to these opportunities, pupils can make progress in Physical Development by:

- ◆ consolidating, securing, tuning and developing fluency in whatever movements and skills they acquire and develop
- ◆ increasing the range of skills they acquire and develop
- ◆ improving the control and manipulation of objects
- ◆ improving appropriate areas of health and fitness

Practice

A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be done on an individual basis, in small groups or whole class groups.

Physical Development is delivered daily through cross-curricular teaching and is

reflected in the daily routines. A whole school topic is identified each term and the curriculum team draws up a Physical Development Scheme (Curriculum Guide) relevant to the topic. Many pupils follow personalised physical activity programmes which are developed according to need and in conjunction with a range of professionals e.g. physiotherapist, occupational therapists. Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Early Years

Children in the Early Years follow the Foundation Stage curriculum. PD is taught through the Physical Development area of learning.

Key Stage 1-4

Pupils in Key stage 1-4 will cover PD through the school's PD Curriculum Guides, with links to a variety of schemes of work including the Equals and the QCA schemes of work, the QCA PE document and the National Curriculum.

Post 16

Post 16 pupils will also follow the school's PD Curriculum Guides and, in addition to schemes of work given above, also work from the Moving On curriculum. PD is covered through the Life Skills curriculum area.

Some pupils at all stages will additionally be working on individualised PD programmes developed by the physiotherapy team.

Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA, ASDAN and Moving On units which are accredited.

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports
- MAPP
- Learning Journals
- EHCP review process

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum.

For some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical skills.

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences. Staff are supported in the planning process through a termly Curriculum Guide for PD. Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The role of the Physical Development Team

- To organise and maintain teaching resources.
- To formulate a plan and monitor the spending of the Sports Premium budget
- To manage a delegated budget and keep spending within it.
- To encourage and assist in-service training.
- To work closely with and support SPIN. (Sporting Partnership in Newsome)
- To keep up-to-date by attending courses and feedback sessions
- To provide guidance and support in implementing the schemes of work.
- After consultation, to co-ordinate recording and presentation throughout the school.
- To advise the Headteacher of action required (e.g. resources, standards etc.).
- To encourage ways of involving parents/carers in their children's learning.
- To promote liaison between staff, schools and the local community.
- To support the school in achieving The Healthy School Award, School Games Mark and UNICEF **silver** award.

The over-riding task must be to provide support for all who teach PE and so improve the quality and continuity of PE teaching and learning throughout the school.

Health and Safety

As in all other physical exercises taken within school, the physiotherapist and / or the school nurse are available to give advice on medical and physical issues.

“As with the teaching of PE in any establishment, schools must meet the requirements laid down by governors and their local education authority and take account of the national guidance, Safe practice in physical education, published by BAALPE (British Association of Advisers and Lecturers in PE)”

“Staff should be aware of, and carry out, risk assessments at regular intervals and make sure that pupils are engaged in appropriate activities.”

Ref: Planning, teaching and assessing the curriculum for pupils with learning difficulties. Physical Education QCA. p6.