



## 1. INTRODUCTION

Person responsible for drafting policy: Mr. M. J. Wood (PA Coordinator)

Who was consulted in drafting this policy: Mr. M. Loncaster (Head Teacher), Ms. S. Grainger (P.S.H.C.E Coordinator), and Mrs. A. Fitzpatrick (Longcroft School Partner Primary Sports Development Officer)

Person responsible for implementation and monitoring of this policy: Mr. M. J. Wood

### **Relevance to other school requirements/targets**

Every Child Matters: being healthy, staying safe, make a positive contribution, enjoying and achieving and achieve economic well being.

DCFS PESSCL data returns and PESSCL PSA target: 3 hrs quality PE/school sport.

School Travel Plan

### **Relevance to other related policies/strategies**

NHSS targets for Healthy Schools

## 2. RATIONALE

Regular Physical Activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Schools play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to Physical Activity.

- The health benefits of regular purposeful physical activity are substantial. The Chief Medical Officer's Report 2004 states: "There are few public health initiatives that have greater potential for improving health and well-being than increasing the activity levels of the population of England".
- Schools can play a significant role in promoting healthy active lifestyles so that all pupils get a good start in life.
- Providing a whole range of purposeful physical activities can promote the corporate life of a school by stimulating and providing opportunities for teachers, pupils and ancillary staff to find mutual satisfaction in individual and team successes.

## 3. AIMS

- To provide a safe supportive environment for a broad, balanced programme of physical activity in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children to participate and enjoy success.
- To provide experiences that cater to all preferences and strengths and the needs of all pupils.



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- To use the potential of Physical Activity to contribute to learning across the curriculum, to become integrated with the whole-school planning of pupil's communication, numeracy, PSHCE, ICT, as well as SEAL and MFL.
- To increase levels of Physical Activity and well being by developing a greater understanding of the importance of regular activity amongst the whole school community.

## 4. OBJECTIVES

We hope that by the end of Year 6 the children will have met these principle objectives:

- To understand that health and life are enhanced by physical activity.
- To understand that physical activity leads to greater physical and mental wellbeing.
- To know the principles and skills of water safety and be able to swim unaided.
- To demonstrate safely when working in the outdoors, and understand its necessity. To have developed control, co-ordination and balance when using the body to respond to gymnastic challenges.
- To demonstrate spatial awareness, creativity and variation in their movement sequences.
- To be able to express moods, feelings and ideas through their body movements when performing dance sequences.
- To be able to respond to, and interpret, music and other sources of stimuli.
- To understand the common principles and skills required in order to participate in a wide variety of small-sided games.
- To be aware of and demonstrate concepts of fair play, honest competition and good sportsmanship.
- To begin to refine their skills required for specific athletics events – running, jumping and throwing.

## 5. HOW OUR OBJECTIVES ARE DELIVERED

### Ethos and environment

Molescroft Primary School has a wide range of facilities and resources to support the teaching of PA. The indoor PA equipment is stored in a cupboard off the hall which is easily accessible to staff and supervised children. We have a large hall with badminton court markings, gymnastic mats and equipment and some fixed large climbing apparatus. We also have badminton nets and racquets and two table tennis tables. Outside facilities include two large playgrounds, one marked with courts for net/basket games. We have a large field which can be marked out with pitches, lanes and athletic markings. The outdoor equipment is stored in an easily accessible shed along with sets of goalposts multi-purpose tennis and netball posts. Off site we have access to Beverley Leisure Centre to use the swimming pool for Key Stage 2 curriculum lessons and Longcroft Sports College for Year 6 gymnastics.

### Curriculum

All year groups have embedded Activate into their daily repertoire and follow Val Sabin.

The Physical Activity curriculum runs on a contract basis. Time is allocated on a yearly basis. This means we can take into account seasonal changes, therefore the children receive extra time in the summer months to make up for time missed in the winter. All children still receive the weekly recommended amount of physical activity despite seasonal changes.



Contracts drawn up for year groups rotate through a cycle of GAMES, ATHLETICS, OUTDOOR ADVENTURE & DANCE. Year 3 has access to the swimming curriculum – see contracts.

Molescroft provides a wide variety of sporting activity outside of the normal curriculum through school based clubs and outside agencies – see clubs lists.

## 6. MAKING THE MOST OUT OF PHYSICAL ACTIVITY

### Special Events

- Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.
- In KS2 two tournaments are organised each year following specific courses in curriculum time. These are in football, rugby, tennis and cricket. Every child in KS2 participates.
- Athletics afternoons take place in the summer term. This is split into two half days – one for Key Stage 1 and one for Key Stage 2. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment, celebration and personal achievement within a competitive structure.

### Out of hours learning

Physical Activity is promoted during breaks and lunchtimes and pupils are encouraged to be more active at these times. Molescroft operates a system promoting 'Young Leaders' to assist Key Stage 1 and lower Key Stage 2 to get involved in PA through playground games. The Young Leaders from Year 5 have been trained in organising games for the younger children involving small equipment and basic rules. These Young Leaders encourage children to join in with games on the KS1 playground at lunchtimes and take ideas and rules from the positive play initiative. Equipment is also provided at lunchtimes and managed by the Y6 pupils.

The playgrounds have markings on to encourage positive play and to inspire the children to make the most of their playtimes.

An adventure playground has been built, providing the chance to climb, slide and move on different levels which will encourage more active play amongst children from Y4 to Y6. There is a rota and daily safety checks. All classes can book the area for Marble Treats. Younger children can access the Adventure Playground in curriculum time. A sign is erected if the weather conditions or any other occurrence make use of the Adventure Playground unsafe.

Molescroft has a wildlife area and vegetable garden which helps promote activity through regular gardening sessions and will also encourage a greater interest/knowledge in healthy eating.

Molescroft School offers a wide range of physical activity clubs at lunchtimes and after school. (See Clubs list)

The school has also introduced further after hours activities from 4.30 onwards with the extended schools initiative. These include rugby and football coaching, tennis, cricket and gymnastics. Extended schools access is encouraged and providing Molescroft School children can attend the facilities are offered free to facilitate an affordable charge being levied on the customers.



## Community Links

Molescroft continues to develop links with the community and has forged the following relationships:

- Hull City AFC Football Coaching
- Mark Plumton's Coaching Service
- Mr. Bentley's Table Tennis Coaching
- East Riding Sports Development
- The FA Soccer Coaching Scheme
- Hull City Council's Youth Development Programme
- Beverley Rugby Club
- Longcroft Sports College
- The Bridlington Sports Partnership
- Local Primary Schools
- Beverley Leisure Centre
- Tickton Football Club
- Coca Cola Football
- The British Heart Foundation
- KB Coaching
- Paul Holtby Tennis Coaching

## Active Travel

See Travel Plan

Cycling Proficiency has been moved to Year 5 to encourage more independent but safe cycling to school and a bike shelter is provided. Every entrance is covered and a gazebo has been erected to encourage parents to walk to school by guaranteeing shelter from the elements whilst waiting.

Scout the Route training is offered to Y3 and Y4 children and five scooter sheds have been provided.

## Other

A sports notice board advertises local sports meetings, clubs, intra and inter-school events and any other information that promotes physical activity.

## 6 INCLUSION

### DIFFERENTIATION

Molescroft Primary School uses a range of teaching approaches within Physical Activity in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs, and also offering activities, which can be differentiated through outcome. Progression is built into the schemes of work so children have different starting points according to their ability levels. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.



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## EQUAL OPPORTUNITIES

Molescroft Primary School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, disability, attainment or background. The physical education national curriculum, covering all areas of activity is expected to be developed with every child. The children are in mixed sex classes and are expected to support each other through success and difficulties. In Year 5 & Year 6 boys and girls can change in separate rooms. The school is sensitive to any requirements of modesty required by a particular faith. Kit can be adapted to cover arms and legs and head if required. Alterations to kit however must match the colour scheme and must not compromise the Health and safety of the child wearing it. The physical activity out of hours clubs which Molescroft Primary School provide offer access to all children. Girls and boys football teams are organised and participants are encouraged to support each other in matches. The school's Good Behaviour Policy applies in all circumstances.

## INCLUSION

The Physical Activity curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.

Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability.

Separate activities – in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication, for example inhalers, these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

## 7. ASSESSMENT RECORDING AND REPORTING

Assessment in Physical Education is based around a system which

- Engages the pupil in his or her assessment;
- Enables pupils to measure performance against transferable skills;
- Engages everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress. The assessment system seeks to eliminate the assessment of events, which may give a snap shot of attainment but has dubious long-term relevance.

Assessment is based on a single grid as shown below. This grid is displayed in all classrooms and in the Hall and Music Room. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson i.e.

**Exploring Ideas**

**Developing Skills**

**Making, Designing, Composing**

**Performing, Demonstrating, understanding**

**Evaluating**



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At each level there is advice given to guide pupils and teachers to support pupils in moving to the next level.

The system is intended to be oral. Within an assessment session pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each stand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level.

**The presumption on which this system is based is that a teacher correctly plans work to match the expectations of the age of pupils being taught. The demands of the lesson are therefore age appropriate. A teacher then begins each lesson with a clear idea of what the secure level for this piece of work is to be. The following is a guide:**

YEAR 1	LEVEL 1b
YEAR 2	LEVEL 2b
YEAR 3	LEVEL 2a/3c
YEAR 4	LEVEL 3b
YEAR 5	LEVEL 3a/4c
YEAR 6	LEVEL 4b

**All children can therefore refer to the grid in the context of every lesson. The grid is therefore fully relevant to all children in all lessons. The grid allows for all abilities in all age ranges working at, below or above the 'secure' target level, with extension for Gifted and Talented and support for Special Educational Needs.**

This matches exactly the reporting system used in the annual reports. We have developed the Annual Report significantly to incorporate ongoing assessments of pupils' performance in units of work covered. These report formats are prepared in advance in accordance with the Long Term Plan. For each unit pupils are assessed to have met the HIS OR HER expected targets, exceeded them or not met them. In addition the key processes of each subject are listed. Similarly pupils' performance is recorded; however their performance is measured against expectations for pupils' of their age.

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.



**Potential Questions for each strand.**

**Exploring Ideas**

Were you happy to try out new ideas?  
How did you work with a team?  
When did you listen to the advice of others?  
Did you always agree with what other people suggested? Why? Why not?  
How did you alter our work because of the suggestions of others?  
What ideas did you have of your own?  
How did you share your ideas with other people?  
What did you notice, which other people did not?  
Which of your suggestions did other people take note of?  
How were you successful?

**Developing Skills**

How do you feel that you have improved?  
What can you do now that you couldn't do before?  
Have you thought things through carefully? Why? Why not?  
What went wrong?  
What did you learn from that?  
What did you try out for the first time?  
What surprised you?  
What interesting discoveries did you make?  
What have you shared with your fellow pupils?

**Making, Designing, Composing**

Which skills did you use in this project?  
Did you achieve what you set out achieve? How do you know?  
How is your work original?  
How did you manage to keep within the timescale?  
How did you cope with difficulties?  
How is your work different to that of your friends?  
What are you most pleased about?

**Performing, Demonstrating, understanding**

How did you enjoy the project?  
Do you feel you have demonstrated your abilities?  
Do you feel ready to move on to more complicated tasks?  
Do you feel that you need more time to practice?  
Do you feel that you have a particular flair for this work? Why?  
What makes your work more interesting than perhaps that of others?  
What do you admire in the work of others?  
How could you and /or others improve work further?  
What can advice can you offer others to reach a high standard?



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## Evaluating

Describe what has been done in this lesson / unit.

What have you learnt in this lesson / unit?

How has your worked improved in this lesson / unit?

How does your work compare to that of others?

Why is their work better or not than yours?

How can standards be improved in your work and that of your friends?



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## MOLESCROFT PRIMARY SCHOOL ASSESSMENT SHEET for the VISUAL AND PERFORMING ARTS, PE, AND DESIGN AND TECHNOLOGY

	EXPLORING IDEAS	DEVELOPING SKILLS	MAKING DESIGNING COMPOSING	PERFORMING DEMONSTRATING UNDERSTANDING	EVALUATING
<b>BELOW TARGET LEVEL</b>	You are sometimes positive but often wary.  <b>ADVICE:</b> Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. <b>ADVICE:</b> Don't be frightened of making mistakes.	You are hesitant and unsure.  <b>ADVICE:</b> Take time and be confident.	You are making your first steps.  <b>ADVICE:</b> Do not be afraid to take bigger steps.	You describe the lesson.  <b>ADVICE:</b> Explain <u>your</u> ideas more.
<b>ENTRY LEVEL</b>	You are involved and thoughtful, a follower. <b>ADVICE:</b> Make a difference, give more ideas.	You offer a range of ideas, showing promise <b>ADVICE:</b> Nearly there, keep trying hard.	You have a range of promising ideas. <b>ADVICE:</b> Nearly there – stick at it!	You are developing.  <b>ADVICE:</b> You are now making progress, practice makes perfect.	You explain your own ideas and progress. <b>ADVICE:</b> Explain <u>all</u> of the problems and how you solved them.
<b>SECURE LEVEL</b>	You share ideas and support others.  <b>ADVICE:</b> Discuss ideas in more depth.	You are logical, and your work is detailed and developing <b>ADVICE:</b> Be bold – experiment more.	You are secure and sure in your work.  <b>ADVICE:</b> Now is the time to be more inventive.	You feel secure in what you are doing.  <b>ADVICE:</b> You've got it, now you can become more proficient.	You accurately explain how you improved your work. <b>ADVICE:</b> Compare your work to other pupils'.
<b>HIGH LEVEL</b>	You share ideas and support and learn	You are willing and successfully	You are inventive and your ideas are	You are expressive.	You make informative, full and



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	from others.  <b>ADVICE:</b> Keep your focus strong.	explore and develop new techniques. <b>ADVICE:</b> Keep on with your work and refine your creativity even more.	original.  <b>ADVICE:</b> Keep working hard to become truly fluent.	  <b>ADVICE:</b> You are working at a high standard; can you leap to a higher level?	detailed comments.  <b>ADVICE:</b> Try to use specialist terms in your evaluation.
<b>ABOVE TARGET LEVEL</b>	You are a leader, you are fair and you negotiate.  <b>ADVICE:</b> Continue to develop your consultation skills.	You are creative and experimental this leads you to make inspirational discoveries. <b>ADVICE:</b> Enjoy the fruits of your labour!	You are confident and fluent in your work.  <b>ADVICE:</b> Consider developing a specialism in this area of work.	You are fluent and fully confident.  <b>ADVICE:</b> Where else can you find opportunities to develop this work?	You use specialist terms to evaluate work and relate to other work you have seen.  <b>ADVICE:</b> How have others, in a professional sense, solved similar problems?



## 8. SAFETY

In Physical Activity general teaching requirements for health and safety apply. Children are expected to change into suitable clothing and remove jewellery. Teachers are expected to lead by example and also wear appropriate clothing.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by the Physical Activity Co-ordinator and also by teachers prior to using it. The gymnastics apparatus is checked annually by outside contractors. The children are also encouraged to consider their own safety and the safety of others. This is guided by Risk Assessments attached to all plans and through Risk Assessment Posters at relevant locations e.g. Field, School Hall and Playground.

The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have a black, plain indoor P.E. uniform kit available everyday; KS2 children also require a warm outdoor kit.

Children must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.

Children participating in out of hours clubs must change out of their whole school uniform and wear a Physical Education kit. All regular P.E. rules apply through the clubs.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.

All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development/apparatus and a cool down.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.

Children take part in regular festivals and competitions organised by the Bridlington Sports partnership in order to compete against children from other schools.

## 9. STAFF RESPONSIBILITIES

The PA co-ordinator has overall responsibility for the organisation of the P.E. curriculum. The co-ordinators key roles are:

To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.

To organise resources through carrying out a resources audit, ordering new resources and managing the P.E. curriculum budget effectively.

To support other members of staff by demonstrating good practice, commitment and enthusiasm.

To organise INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.

To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricula activities that relate to Physical Education.



## 10. CURRICULUM PLANNING

### PHYSICAL ACTIVITY CURRICULUM PLANNING

Within the school year children at Key Stage 1 will receive 86.5 hours of Physical Activity curriculum (9.5%); and at Key Stage 2 they will receive 80.5 hours (8.8%). Included in this allocated time children throughout both key stages will benefit from P.E. related events such as sports days, tournaments and festivals. There are also a wide range of extra curricular activities available ensuring there is the opportunity for all pupils to enjoy at least two hours of P.E./sport per week, but up to five hours or more.

Physical Activity is a foundation subject in the national curriculum and our school uses a wide range of resources and support schemes such as those provided by Val Sabin for games, dance and gymnastics throughout the key stages. These schemes are adapted according to our school's circumstances and also to suit the children's needs. In accordance with the national curriculum guidelines, we teach games, dance and gymnastics to children at Key Stage 1. In addition to this they receive some basic athletics training in the summer term. At Key Stage 2 we teach the children games, dance, gymnastics, athletics, outdoor and adventurous; and for Year 3 children swimming and water safety.

### PHYSICAL ACTIVITY IN THE FOUNDATION STAGE

Molescroft Primary School allocates 39 hours curriculum time for formal Physical Education within the Foundation Year. In addition to this fine and gross motor skills are constantly being developed through the range of activities provided in the indoor and outdoor learning areas. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way the move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

### PHYSICAL ACTIVITY AS A CROSS-CURRICULAR TOOL

Opportunities within our P.A. curriculum are used to develop other areas of the curriculum. These are:

#### Literacy

Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games, rules and ideas as reminders; or as a working document for other groups of children to use, particularly Young Leaders, who will have to pass on their games, ideas and training.

#### Numeracy



Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage 1 number work is evident through practical games and warm up tasks.

## **Information and Communications Technology (ICT)**

ICT skills are used to support the teaching of Physical Education through the use of video cameras. Recordings of performances are used for the children to be able to critically evaluate their work, and record improvements. This is planned as a unit of work in the contract.

## **Personal, Social and Health Education; and Citizenship (P.S.H.C.E.)**

Physical Activity contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

## **S.E.A.L**

Social and Emotional Aspects of Learning works towards improving behaviour in children and having them think more carefully about their relationships. PA, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PA can also be an important part of helping to raise children's confidence and self-esteem.

## **PRIMARY LANGUAGES**

As part of the school's promotion of greater cross-curricular foreign language use, PA can again play an important part. Basic moves, directions and rules could be translated into Spanish/French and used on a regular basis in PA lessons e.g. Line up, find a space, find a partner etc. Songs/music from other cultures/languages can be used in dance and Activate sessions are also delivered in Spanish using a special resource which spans all ages.

## **Spiritual, Moral and Cultural Development**

The structure of our Physical Education curriculum and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

## **11. TEACHING AND LEARNING STYLES**

Molescroft Primary has developed a range of teaching styles within PA lessons. Styles will vary according to the activity and its objectives and the children but should all include elements of the Accelerated Learning Principles that the school adheres to i.e. Connect, Activate, Demonstrate and Consolidate. A mixture of whole class teaching and group activities should be used with examples of good practice used as a teaching tool and constant encouragement is given. Alongside the direct teaching of games/skills there is ancillary learning of important life skills such as independence, self-regulation, imagination and leadership. The PA curriculum provides open and closed tasks for all children to achieve some level of success and build confidence.



## 12. TRAINING

It is the Physical Activity co-ordinator's responsibility to make staff aware of inset courses and to encourage them to attend. The co-ordinator should also be aware of any weaknesses within the teaching team. In these cases support and training opportunities should be made available.

## 13. FACILITIES PROVIDED FOR PHYSICAL EDUCATION

The school is equipped to provide for whole class teaching in the following:

- Football
- Tag rugby
- Tennis
- Netball/basketball
- Hockey
- Cricket
- Rounders
- Orienteering
- Gymnastics
- Athletics, track and field
- Small and large ball activities
- Keep fit – through Freddy Fit

## 14. KEY DEVELOPMENT TARGETS

- 1) To increase inter-school competition so that all children participate on at least three occasions.
- 2) To further develop the provision of netball to incorporate inter-school competition and leagues.
- 3) To work towards all children actually accessing 3 hours PE and sport within the school day and in extended school activities. The school offers 5 hours to all pupils.
- 4) To ensure Risk Assessments are maintained and evaluated.
- 5) To further enhance and revise assessment procedures.

## 15. MONITORING AND EVALUATION

The Head and Primary Link Teacher carry out regular audits to ensure policy is translated into practice and that high quality PA is being taught. Monitoring and evaluation includes:

- Lesson observations
- Schemes of work and planning security
- Demonstrating and modelling best practice