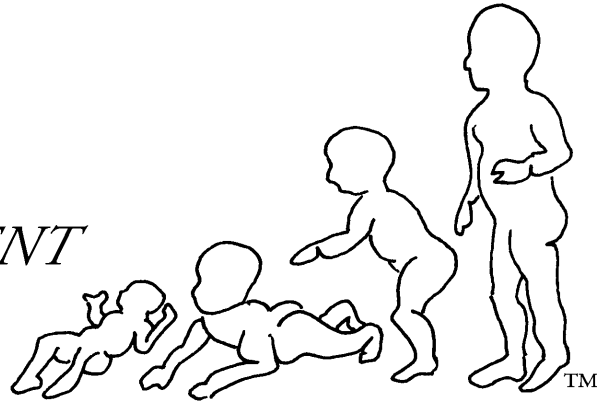


primary

MOVEMENT



Nazareth House Primary School

**School Policy on the Primary Movement
Programme**

**Designated Teachers: Mrs Molloy O'Dowd
(Key Stage 1)**

**Catherine Mc Daid
(Key Stage 2)**

Mission Statement

Nazareth House P.S. is committed to upholding the legitimate rights of children, teachers and parents. The staff will aim, at all times, to create a climate of physical, emotional, social and intellectual safety for children, teachers and parents, so that learning and teaching can occur within relationships of mutual valuing and respect. The staff of the school sees education, not just as providing children with knowledge and skills, but also providing for the emotional, social, physical and spiritual development of all children. Nazareth House P.S. wants children to be self-motivated and to be at peace with themselves, others and the world. To achieve these aspirations the school requires the help and co-operation of children, parents, staff and the wider community.

Ethos

The ethos of our school is focused on the Holy Family of Nazareth. The child Jesus was the centre of that family; our children are the centre of our school. Nazareth, past and present, is founded on the word of God and prayer. From these foundation stones we strive to provide a happy atmosphere of caring and sharing, as proclaimed in the motto of our school. Mary and Joseph are the models for all teachers; the child Jesus, the model pupil. Their respect for one and other underpins the behavioural and learning environment of our school where all are welcome and strive to help each individual to realise their unique giftedness.

Definition

Primary Movement is a unique movement programme, which seeks to replicate the early movements of the foetus to enhance the maturation of the central nervous system. It has been shown to have a significant impact on the educational attainments of all children particularly those with specific learning and/or emotional difficulties.

Rationale

The Primary Movement Programme (PMP) has a vital role in the holistic education of all pupils. It specifically facilitates academic achievement thereby laying the foundations for life long learning. More significantly the programme targets and develops pupils emotional intelligence thereby enabling them to become self-sufficient, well adjusted young people who can contribute to the general good of society in the 21st Century.

Aims

Effective Primary Movement Development endeavours: -

- to raise standards for all
- to engage in purposeful and enjoyable physical activities
- to develop physical skills, knowledge and understanding
- to develop self-awareness and confidence
- to enable the children to meet challenges presented to them in a variety of settings
- to show how physical activities affect the body and the ability to learn
- to foster an awareness of safety whilst partaking in physical activities
- to include all children irrespective of physical or academic ability
- to develop the PMP within the wider framework of the School Improvement Programme in school
- to use effective models of planning, target setting, development and action planning, to ensure common approaches and consistency across the school
- to promote a shared view of the PMP across the curriculum and provide appropriate staff development

- to develop leadership skills and the ability to cooperate and work as a team
- to provide leadership and management of Primary Movement at all levels in the school

Practices

- Every member of the teaching staff has a responsibility to implement and develop the PMP with their respective classes, using the strategies and approaches identified by PMP. Furthermore staff will contribute towards the monitoring and evaluation of the PMP development throughout the school.
- The PMP is holistically promoted across the curriculum through the creative and expressive arts as well as physical education. Evidence of pupils' engagement in the programme will be displayed and pupils will engage in self-assessment.
- There will be shared use of existing resources and well-informed selection of new resources. Good practice will be shaped throughout the organisation.
- The arrangement for ensuring that all pupils make appropriate progress in PMP is monitored and evaluated through the use of reliable data for baselining and comparative assessment.

Procedures for monitoring and evaluating pupils' achievements are as follows:

- teacher's plans
- children's records
- peer and self-evaluations
- interviews with teachers, children and parents
- teacher assessment
- end of key stage assessments

- whole school meetings held termly or annually to ensure consistency
- pupils' self-assessment written/oral
- ongoing formative assessments
- interviews with children and parents
- Baseline information about pupils (NFER tests, CAT scores, End of Key stage levels)
- Teacher assessments/observations
- Public examination results
- Historic information about total pupil performance in the range of subjects
- Benchmarking data (CASS)
- SEN information
- Analysis of written documentation: minutes of meetings/policy documents
- Work sampling/book scoops
- Group discussions/interviews/feedback with pupils, groups of staff and parents
- Questionnaires

The teaching approaches used consist of the following:

PMP	Whole class teaching/modelling
SEN	Structured group work

- IEP reviews of progress of pupils with special needs by SENCO.
- The issue of standards being achieved in the school is addressed by:
 - In collaboration with whole staff, the PMP team/group drafting a development plan and an action plan
 - The provision of support for children with specific learning difficulties
 - A designated PMP period each day
 - Primary Movement development as a priority issue for the Board of governors SMT meetings.
 - PMP Team with whole staff, auditing and establishing baseline position against potential of pupils.
 - Establishing appropriate realistic and time-bound targets, which arise from hard and soft issues identified through auditing process.
 - Targets are reviewed twice yearly by the PMP Co-ordinators in light of formal PMP assessments.

The actions necessary to achieve targets consist of

- appropriate and well-conceived teaching strategies which address learning needs
- designated time

- modelling and sharing good practice for staff
- provision of support for pupils with specific learning difficulties (ref: SEN policy)
- Parents' involvement in supporting learning at home.
- Participation in PMP programme
- Participation in information sessions provided by the school which raise awareness of the PMP.

Planning, Monitoring and Evaluation

Planning for the development and support of the PMP is ensured at whole school, department and class level.

- The SMT review the evidence provided in Key Stage minutes as well as a review of planners
- Key Stage Meetings to outline recent developments or concerns
- Teachers review 4/6 week planners
- Pupil Observations and assessments
- Liasons with Dr Martin Mc Phillips founder of the PMP in order that new developments may be disseminated to staff.

Policy Review

The PMP Policy will be:

- Regularly reviewed and updated in line with the School Development Plan and PMP Research
- Presented to all staff
- Presented to the Board of Governors regularly
- Shared with parents
- In line with whole-school policy