



**Aston Village
Educate Together National School**

SMART MOVES PLAN

SMART MOVES PLAN

INTRODUCTORY STATEMENT

This plan was formulated to provide a coherent approach to the provision of the Smart Moves program to children in all classes who present with needs that the program may help address.

Smart Moves provides children with learning opportunities through the medium of movement. Through the Smart Moves program we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to Smart Moves in our school, which is to support children in the following areas

- Coordination
- Balance
- Gross Motor skills
- Fine Motor Skills
- Awareness of body parts
- Spatial Awareness
- Concentration
- Listening skills/ Attention
- Following Instructions
- Communication skills
- Self-esteem/ Confidence
- Self expression
- Prepositional/ directional concepts
- Cause & Effect
- Social Skills
- Turn Taking

It describes the way in which we use Smart Moves to achieve that goal and our agreed approach to teaching Smart Moves. This document will serve to inform new or temporary teachers and parents and other partners in the education process, of the approaches and methodologies, which we use to deliver Smart Moves.

RATIONALE

When teaching Smart Moves it is important to consider the following:

- The importance of enjoying physical activity
- The importance of play in its many forms in the learning and developmental process
- The development of skills
- The development of individual children's confidence
- Providing a balance between competitive and non-competitive activities
- Providing a balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for girls and boys
- Effective use of time in a routine way

VISION

We seek to assist the children in our school in achieving their potential through providing a balanced program of activities where each child is encouraged to participate at his/her individual level and take on personal challenges specific to themselves.

AIMS

This policy endorses the aims of the Primary School Curriculum in Physical Education.

- To promote the physical, social, emotional and intellectual development of the child.
- To develop positive personal qualities.
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts.
- To promote understanding and knowledge of the various aspects of movement.
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity.
- To promote enjoyment of, and positive attitudes towards physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

APPROACHES AND METHODOLOGIES

We will endeavour to get optimum outcomes for all participant children by creating an ideal learning environment. This will be achieved by providing:

- Intensive instruction
- Differentiation
- High staff to pupil ratio
- Suitable facilities and equipment

For detail on the actual activities please consult the Smart Moves manual as the core source for activities. The teachers delivering Smart Moves may use their discretion to include their own variations of these activities and other activities, games or exercises that are deemed suitable for use.

PLANNING

Teachers delivering the Smart Moves program to students will formulate their own plans in advance and apply those plans in accordance with the timetable and resources available to them. In addition to the Smart Moves activities included in the resource pack, teachers are also encouraged to differentiate activities and to add their own activities and challenges to their lessons as they see fit so as to challenge each student individually. To that end, students are reminded of the non-competitive nature of the tasks and activities. They are instead reminded that they should strive to improve on their own previous performances/ attempts in respect of each task. All plans are shared for whole school view of the contents on the shared planning drive in Google Drive.

The Smart Moves resource pack is available to borrow from the Support Coordinator.

ASSESSMENT AND RECORD-KEEPING

At the beginning of every term, the children will be selected in consultation with the SET team and class teachers, based on assessment data.

Children in mainstream classes with a diagnosis of ASD, Dyspraxia, Dyslexia, and/ or ADHD, together with children presenting with difficulties in line with those mentioned on page one of this document but without official diagnosis will be considered as candidates for participation. Then children who are experiencing difficulty with social skills, communication difficulties, and difficulties with concentration will be selected in consultation with the Support Coordinator, other members of the SET team and the class teachers in question.

These children will then be assessed formally by completing a number of tasks and tests according to the school's movement/ motor skills assessment profile.

Areas of need will be highlighted, from which we will determine target areas for improvement. This information is included on each participant child's Personal Pupil Plan.

The teachers involved in delivering the Smart Moves program constantly assess during the Smart Moves sessions delivered as we identify progress and difficulties.

The children will then be formally re-assessed after following the program for a term.

Assessment will be made of a child's:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out any activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities
- Coordination
- Balance
- Gross Motor skills
- Awareness of body parts
- Spatial Awareness
- Concentration
- Listening skills
- Following Instructions
- Communication skills

Assessment tools are:

- Teacher observation
- SNA observation and feedback
- Smart Moves designed tasks and movement/ motor skills assessment profile

ORGANISATIONAL PLANNING

TIMETABLE:

A timetable will be drawn up at the beginning of each 8 week term of instruction. Where a child accesses SNA support for the time of the Smart Moves session, that SNA may attend the session depending on availability. It is expected that each child will receive 4 or 5 Smart Moves sessions of 25-35 minutes duration per week.

PARENTAL INVOLVEMENT

Explanatory letters with consent slips are sent home to relevant parents/guardians. Signed consent slips and/or verbal consent must be received before the child can attend their first session. A more comprehensive pack of home-appropriate exercises and activities is also available for parents to build into the child's home routine. This can be requested from the school Support Coordinator or Smart Moves teacher.

SUCCESS CRITERIA

Review of the plan at the end of the school year will take into consideration the following points:

- How beneficial the program has been for the children who have taken part.
- Children's feedback regarding the activity level, enjoyment and skill.
- What measures can feasibly be taken to improve provision of the program
- Teachers' feedback regarding the improvement of the children in their target areas.
- Parental input and feedback, discussions at PT Meetings.
- Inspectors' recommendations/ reports

REVIEW

This policy will be subject to regular review.

Ratified by Board of Management on

(Date)

Signed _____
Chairperson, Board of Management