

Perceptual Motor Program Policy

(Ratified by School Council; August 2015)

PURPOSE:

The Perceptual Motor Program (PMP) aims to assist students to acquire efficient movement, to promote and improve sensory function and to develop a positive self-image.

GUIDELINES:

- PMP will be implemented as part of the Prep and Year One Physical Education program and will be inclusive. Other grades and students may be included if it is deemed beneficial.
- The program should be supported by the Physical Education Program.
- The program should be developmental, gradually advancing through progressive stages according to "Smart Start with P.M.P: A Perceptual Motor Program," 4th edition, by J. Bullus and P. Coles.
- Due to the nature of PMP, parent assistance is required to ensure the safety and engagement of students participating in the program. A minimum of one adult per station is preferred.
- Where parent helpers are not available, learning tasks deemed safe for independent use are to be assigned.
- PMP equipment should be checked by the PMP Coordinator to ensure safety.
- Class teachers involved will be supported by program manuals and resources to facilitate the effective implementation of PMP, so they can contribute to the planning and evaluation in consultation with the Physical Education specialist.

IMPLEMENTATION:

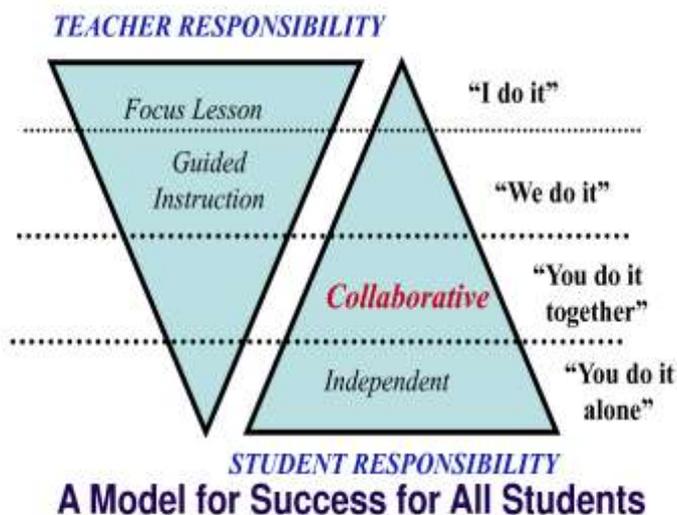
General

- PMP will provide enjoyable, stimulating and challenging learning experiences for students.
- All students will participate in a range of developmentally appropriate learning tasks once per week, for a period of 40 minutes, during Term Two and Three.
- Learning task selection will be dependent on the availability of volunteer parents.

- Learning tasks are outlined on instructional cards and will be placed at each station. These cards will be kept with the PMP Coordinator.
- Students will be instructed in the correct, safe use of equipment.
- Students are instructed in balance skills, fine and gross motor skills, coordination, body awareness, locomotion, fitness, eye tracking, spatial awareness, hand eye/foot coordination and flexibility.
- Assessment will be in the form of observation of student's progress using assessment criteria outlined in "Smart Start with P.M.P: A Perceptual Motor Program," 4th edition, by J. Bullus and P. Coles.
- PMP sessions are timetabled to use the multipurpose hall

Lesson Structure

The effective teaching of PMP incorporates a varied response depending on the lesson's content.



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Each PMP lesson is to be based upon the Gradual Release of Responsibility and may include

The Warm-Up:
Engage the students: 'WALT'

The Mini Lesson:
Identify and articulate the 'WILF' and 'TIB' for particular learning tasks.

The Learning Task:
Active participation in all learning tasks

Share/Reflection:
Discuss learning referring back to 'WILF'

Planning:

- Every class is to be timetabled for 40 minutes time per week during Term One and Two under the instruction of their classroom teacher.
- The PMP program will be planned in compliance with "Smart Start with P.M.P: A Perceptual Motor Program," 4th edition, by J. Bullus and P. Coles.
- Planning will cater to the needs of students with special behavioural, intellectual and physical needs.
- Planning will provide a range of experiences and learning tasks that take into consideration students' previous experiences.
- Transferable skills will be incorporated for use in other learning experiences, games, physical Education and general life skills.

Assessment and Reporting:

Student progress will be monitored using anecdotal records against assessment criteria outlined in "Smart Start with P.M.P: A Perceptual Motor Program," 4th edition, by J. Bullus and P. Coles.

RELATED POLICIES:

- Engagement and Wellbeing Policy
- Curriculum Policy
- Assessment & Reporting Policy
- Health and Physical Education Policy
- Equal Opportunity Policy
- Students with Disabilities Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Policy Review Sub Committee of the School Council in consultation with the Physical Education and Prep teachers.

DUE DATE FOR REVIEW:

Due for review in 2017.