

# Perceptual Motor Program Policy

(Ratified by School Council; September 2019 )

## **PURPOSE:**

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

## **GUIDELINES:**

- PMP will be implemented as part of the Prep 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,” 4<sup>th</sup> edition, by J. Bullus and P. Coles and responsive to the cohort needs.
- Resources can be purchased through the PMP budget to support the program.
- Due to the nature of PMP, parent assistance is encouraged for engagement of students participating in the program.
- All parent helpers will be instructed on the focus, the learning and the developmental steps of the task.
- 
- All learning tasks are assessed for safe independent use.
- PMP equipment should be checked by the PMP Coordinator to ensure safety prior to use.
- All parent helpers need to have a current Working with Children’s Check and sign in at the office prior to commencement.

## **IMPLEMENTATION:**

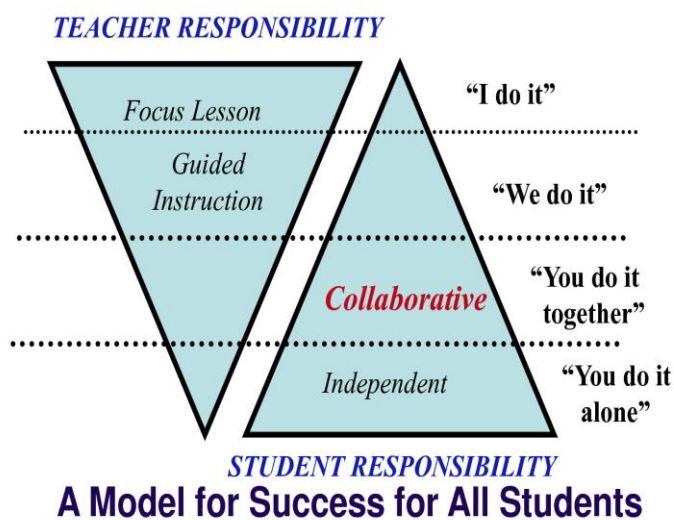
### **General**

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

- New learning tasks are explicitly modelled prior to beginning the session to ensure safety and understanding by the learners.
- 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," 4<sup>th</sup> edition, by J. Bullus and P. Coles and Fundamental Motor Skills, Department of Education, Victoria.
- PMP sessions are timetabled to use the Gymnasium where possible occupying half the total floor space.
- Staff set up PMP equipment prior to the session and leave the gymnasium and storeroom in an orderly and safe way.

### **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: 'Learning Intentions' eg skill focus balancing.

#### The Mini Lesson:

Identify and articulate the Learning Intention and Success Criteria for particular learning tasks.

#### The Learning Task:

Active participation in all learning tasks

#### Share/Reflection:

Discuss learning referring back to 'Success Criteria'

### **Planning:**

- Expectations are created as a class and reviewed every week before the commencement of each session.
- Every class is to be timetabled for 40 minutes time per week during Term two and Three under the instruction of their classroom teacher.
- The PMP program will be planned in line with "Smart Start with P.M.P: A Perceptual Motor Program," 4<sup>th</sup> 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 observational notes against assessment criteria outlined in "Smart Start with P.M.P: A Perceptual Motor Program," 4<sup>th</sup> 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
- Working with Children's Check 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 September 2021.