

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE



P.E. POLICY

DATE MARCH 2010

TO BE REVIEWED MARCH 2013



POLICY FOR P.E. AT BARTON PRIMARY SCHOOL

Introduction

- This document is a statement of the aims, principles and strategies for the teaching and learning of P.E. at Barton Primary School.
- It was reviewed in 2010 and will be reviewed again in 2012.

Rationale: What is P.E.?

P.E. is the only subject that is concerned exclusively with the development of the 'physical' child. It involves the development of the physical skills, knowledge and understanding in games, dance, athletics, outdoor adventurous activities and swimming. P.E has a high profile in school and contributes to the school's aims and ethos through providing opportunities for developing independence, team work and raising self esteem. All children are expected to take part in the full range of activities appropriate to their abilities regardless of gender. Gender-typical attitudes are challenged.

PRINCIPLES

P.E. is important because:

- physical activity can provide challenge and fulfilment throughout life;
- good habits of exercise contribute to a healthy lifestyle;
- knowledge and understanding of all areas of activity increases enjoyment as a spectator and contributes to cultural understanding;
- regular exercise is important for physical growth, leading to a greater mechanical strength in bones and muscles and improving the cardiovascular system

P.E. is a foundation subject in the National Curriculum and requires six areas of activity:

- | | |
|------------------------------------|-------------------|
| • games | Key Stage 1 and 2 |
| • gymnastics | Key Stage 1 and 2 |
| • dance | Key Stage 1 and 2 |
| • athletics | Key Stage 2 |
| • outdoor and adventurous activity | Key Stage 2 |
| • swimming | Key Stage 2 |



We aim to provide two hours of quality P.E. per week for our children as required by Government targets with opportunities for extra curricular PE and sport activities on top.

Physical Development is one of the six areas of learning defined in the Foundation Stage. Learning within this area focuses on:

- control and co-ordination
- awareness of space, themselves and others
- moving with confidence, imagination and in safety
- keeping healthy
- beginning to recognise changes that happen to their bodies when they are active
- using a range of small and large equipment.

Aims

Through the teaching of P.E. we aim to:

- promote physical activity through enthusiasm, enjoyment and success;
- promote physical development and improve natural abilities;
- develop an understanding of the body's needs and the effects of physical activity thus promoting a healthy lifestyle;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- develop aesthetic and creative awareness of movement;
- develop understanding and acceptance of the need for rules;
- develop personal and interpersonal skills in a practical way where discipline, safety and consideration for others become a natural habit.

OBJECTIVES

- To encourage:
 1. perseverance and problem solving
 2. co-operation and leadership
 3. safety in performance
 4. safety awareness
 5. careful listening and carrying out of instructions



6. quiet working when appropriate
7. self-expression and creativity
8. quality of movement, shape and performance
9. enjoyment
1. To develop:
 10. body awareness
 11. spatial awareness
 12. aesthetic awareness
 13. games skills; agility, balance and co-ordination
 14. water survival and swimming skills
 15. the making of games
 16. the playing of specified games
 17. the ability to use equipment and space appropriately and safely

Strategies for the Teaching and Learning of P.E

- The P.E. curriculum is organised mainly as a subject outside the topic framework, although links are made whenever appropriate through forces or body themes in Science/ P.S.H.E. and dance/gymnastics may also be linked to art, literacy and music;
- I.T. is used to gather data for the Shine Athletics Awards and can be accessed by the children;
- P.E. is timetabled due to the need for the hall or outdoor space both mornings and afternoons. It is taught to each class twice weekly throughout the year;
- Not all areas of activity are covered each term. A balance is sought across the year between 'own body' P.E. (gymnastics and dance) and 'control' P.E. (games, athletics, outdoor and adventurous activity). In Key Stage 2 a balance is sought between the three types of games: Invasion, Striking and Fielding, Net and Wall;
- Swimming is taught in year 3 through a programme of twelve sessions taught by a qualified A.S.A. teacher at Medina Pool;
- Apart from swimming, P.E. is taught by class teachers. We have guest coaches and experts throughout the year, arranged through the Sports Unit and School Sports Co-ordinator;
- A variety of teaching and learning strategies should be used to foster independent learning: open-ended tasks, demonstrations, step-by-step, teacher directed, skills practices, minor games etc.;



- Over the term teachers should ensure that they cover the four strands of knowledge, skills and understanding: Acquiring and Developing Skills, Selecting and Applying Skills, Evaluating and Improving Performance, and Knowledge and Understanding of Fitness and Health;
- **Multi-skills** are taught to develop Agility, Balance and Co-ordination skills which are fundamental to all physical activities;
- In the **Foundation Stage**, outside physical activities can take place at any time;
- All the Early Learning Goals for Physical Development are planned for over the year;
- In year 3 & 4 leadership skills are encouraged through participation in a playground buddy scheme and leading the school in Singalong Wake Up Shake Up in assemblies.

Groupings

A variety of groupings should be used: usually, children are taught in mixed ability and mixed gender classes and the teacher should decide on groupings within the class according to the tasks and the children's needs. At times it is beneficial to group according to ability (e.g. swimming).

Adults Other Than Teachers (AOTTs)

AOTTs can bring expertise to lessons and OSHL, for staff development and extension of children's skills.

Classroom assistants may be used to support the children in P.E. lessons but they are not left in sole charge of a P.E. lesson. Teaching Assistants help to accompany children to swimming lessons. In some circumstances Teaching Assistants may be left in sole charge of a group of children. (See AfPE Safe Practice in PESS 2008 p26 3.2.14 for Risk Assessment to determine competence.)

AOTTs must be supervised at all times in any case if they have not been CRB checked. All coaches provided by SSCO and The Sports Unit, have been CRB checked.

'Staff are not legally required to hold a specific award in order to teach a PE activity unless their employer requires such qualification. However, it is wise for them to be able to demonstrate that they are suitably trained,



experienced and qualified to undertake the activities in which they engage with the pupils.' AfPE Safe Practice in PESS 2008 4.1.4 p31

Inclusion

Pupils with special needs are able to develop their confidence and express their feelings through physical activity, where they may not in more academic subjects.

We acknowledge:

- pupils with learning difficulties who may find opportunities to excel;
- pupils with special physical needs who may need specialised resources and extra support;
- gifted and talented pupils who may need more challenge.

Teachers should be aware of pupils' differing abilities and differentiate tasks according to needs.

Celebration

Excellence and achievement is celebrated through:

18. display walls
19. performance in class sessions and sharing assembly
20. participation in leagues and tournaments
21. an annual Sports Day involving all pupils
22. the awarding of certificates and badges

Progress and Continuity

- Planning for the Foundation Stage is taken from the Early Learning Goals;
- Val Sabin's schemes are followed for the teaching of gymnastics and games;
- Top Play cards are used to supplement the games scheme in Key Stage 1;
- Top Sport cards are used to supplement the games scheme in Key Stage 2;
- Each Key Stage has its own two-year rolling programme of topics. Dance is planned to fit in with the topics and link with other curriculum areas;
- Medium term plans are drawn up by the Key Stage teams with support from the National Curriculum Programmes of Study, Val Sabin's schemes, the Isle of Wight Schemes, and the P.E. Co-ordinator if needed;



- National Curriculum level statements are accepted as the norm for each year group. Any under or over achievement is reported to the next class teacher or school.

Out of School Hours Learning (OSHL)

Through OSHL we aim to provide activities that enable and extend children's experience and learning. Providers of OSHL are expected to contribute towards the realisation of our curricular aims. Links are made with community/club activities wherever possible. Transport to festivals and away-fixtures is arranged with the SS Co (coach/minibus) or the neighbourhood minibus co-ordinator and a driver who holds a council minibus licence. Parents are not used to transport children.

The Rôle of the P.E. Co-ordinator

The P.E. Co-ordinator should:

1. Take a leading role in developing, implementing, monitoring, reviewing and updating the P.E. policy and guidelines;
 - Be available to advisory role in the development of schemes of work designed to ensure continuity and progression in P.E. throughout the school;
 - Support colleagues with planning, teaching and assessing;
 - Monitor teaching and learning in P.E. and advise the Head Teacher/INSET Co-ordinator of development needed;
 - Help to arrange Staff Development in conjunction with the SSCO:
 - Order, organise and monitor equipment and resources for safety and replacement;
 - Liaise with other members of staff to identify needs for budgeting;
 - Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. and Sports Provision
 - Keep up-to-date with new developments and disseminate information to colleagues as appropriate;
 - Liase with other P.E. Co-ordinators and outside organisations;
 - Co-ordinate visits by guest coaches.



Assessment, Recording and Reporting

- Feedback to pupils about their own progress takes place in the context of the P.E. lesson;
- Formative assessments are made by the class teachers' observations during P.E. lessons;
- Record keeping should be kept to a minimum: it should not be time-consuming or interfere with teaching activities;
- Summative assessment is carried out at the end of the year with support from the SSCO and using levelling tick sheets based on the N.C. level descriptors, which are passed on to the next teacher to inform their planning;
- Reporting to parents takes place during Parents' Evenings, and annually through a written report. Comments include:
 - control, co-ordination and mobility;
 - 23.skill and confidence in a range of the physical capabilities of the body;
 - 24.co-operative skills, sporting behaviour and enjoyment;
 - 25.any particular skill, talent or difficulty.

Resources

The Governors and Head Teacher are responsible for setting the budget.

- All resources for P.E. are held centrally, in the hall and P.E. store.

They are used solely for the teaching of P.E. Equipment for play times is stored separately. It is monitored by all staff and breakages are reported to the P.E. Co-ordinator.

- Time is a valuable resource. To use it effectively:
 - 26.children are encouraged to change quickly;
 - 27.lessons are conducted in a disciplined manner;
 - 28.children are trained to put equipment safely back in its correct place under adult supervision.
- Age appropriate teaching and planning resources are held by class teachers, other resources are kept in the Staff Work Room.

See Appendix 8 for a list of equipment.



Health and Safety

P.E. is a potentially hazardous subject. All teachers and helpers should be aware of safety procedures, including procedures for fire.

See:

P.E. Health and Safety Policy	Appendix 1
Risk Assessment in P.E.	Appendix 2
Safe and Unsafe Exercises	Appendix 3

AfPE Safety in PESS (formerly BAALPE) guidelines are kept in the Work Room.

APPENDICES

Appendix 1:	P.E. Health and Safety Policy
Appendix 2:	Risk Assessments in P.E.
Appendix 3:	Safe and Unsafe Exercises Warming Up and Cooling Down Exercises
Appendix 4:	Curriculum Overview
Appendix 5:	Working with AOTTs
Appendix 6:	Equipment & Resources
Appendix 7:	Assessment sheets



Appendix 1

HEALTH AND SAFETY IN P.E.

At Barton Primary School and Early Years Centre we acknowledge the importance of P.E. and aim to develop our children's awareness and understanding of safety through explanation and demonstration, thus forming an increasingly active partnership on safety and risk assessment as they progress through the school.

Teachers are required to provide a 'Higher Duty of Care': the welfare of children is paramount. PE and physical activity should take place in a safe, positive and encouraging environment.

In order to teach P.E. in a safe environment:

TEACHERS SHOULD:

- Establish routines and safe habits of preparation.
- Practise safe lifting, carrying and lowering of bulky equipment. The number of children required to carry an item of apparatus will depend on the child's size rather than their age and teachers must err on the side of caution whilst understanding that too many hands can be hazardous too!
- Set a good example by dressing appropriately. If it is not feasible to change for P.E. then staff should at least tie back long hair and remove jewellery and shoes. 'Staff need to be mindful of their own adornments. The wearing of rings, for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to this recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment' AfPE Safe Practice in PESS 2008 p99 14.1.6
- Have understanding of the structure and function of growing bodies and the effects of exercise upon it.
- Set tasks that avoid unnecessary hazard to the body.
- Ensure they are positioned with a good view of the group(s) and that equipment is safely positioned.



- Ensure that AOTTs (Adults Other Than Teachers) are aware of safety procedures including Fire Procedures for the space in use.

PUPILS SHOULD:

- Learn the principles governing safe activity.
- Work quietly and carefully, at a safe pace.
- Carry equipment safely.
- Understand emergency procedures.
- Know what is expected of them.
- Respond readily to instructions and signals.

SAFE PRACTICE: PREPARATION

- Teachers should ensure that the children are suitably dressed in a change of clothing for the sake of hygiene.

P.E. KIT

This should be:

- Shorts and t-shirt.
- Bare feet for indoor work.
- Plimsolls or trainers for outdoor games, or indoor work that may pose a hazard to bare feet e.g. indoor hockey.
- Clothing should not be loose, long or baggy.
- All jewellery must be removed. *If items cannot be removed, eg piercing studs from newly pierced ears, then staff need to take action to try to make the situation safe. In some situations this may mean adjusting the situation in some way or, where a risk assessment allows, protecting the item with tape...where individuals are required to work within their own personal space.... Where taping is utilised the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.'
*If the situation cannot be made safe, the individual pupil concerned should not actively participate'. We cannot accept signed indemnities from parents over the wearing of jewellery: they have no legal status.
*AfPE Safe Practice in PESS 2008 14.2.2 p.100
- Long hair must be tied back.



Children who have forgotten/ lost kit will be provided with some.

These requirements should become part of the routine preparing for a P.E. session.

INCLUSION

- Some cultures require the wearing of certain clothing or other personal effects. This should be recognised and parents/ carers consulted in order to arrange the wearing of suitable garments to enable safe participation.
- Children suffering from verrucae should bring a note. They should then wear plimsolls for indoor work.

THE LESSON

- Teachers should ensure that the surface to be used (field, playground or hall) is free from hazard and that equipment is safe to use.
- The equipment to be collected and handled by the children should be easily and safely accessible, so teachers may need to get equipment out of the store before the lesson and place around the sides of the hall leaving a safe working space.
- Lessons must always begin with a warm up, preparing relevant muscle groups and preparing the children mentally for the tasks ahead. (Appendix 2.)
- Lessons must end with a cool down to help the children calm down for moving on to their next activity, and to act as a conclusion to the lesson.

NON-PARTICIPANTS

- Non-participants should be given an observational, critical or officiating task that helps them to further their knowledge in line with the others until they are able to rejoin the group. Where this arrangement is not safely practicable, then alternative supervision by another teacher should be arranged.
- Notes from parents requesting that a child should be excused from P.E. should always be treated seriously and accepted. Prolonged periods of inactivity through ill health or injury on the part of the child should be reported to the Headteacher who will send a letter requesting a medical report. If there is no response the Education Welfare Officer should be informed.



ACTIVITY SPECIFIC REQUIREMENTS

Specific points are listed below.

Further detail and information can be found in the handbook 'AfPE Safe Practice in P.E. and School Sport (2008)' (formerly BAALPE): this is kept in the IT room with other P.E. resources.

ATHLETICS

THROWING FOR DISTANCE

Ensure that throwing lines are clearly defined and that the throwing is directed away from windows and other children. Children should be trained to wait, and then retrieve their throwing apparatus on a given signal. They should be trained to carry the item back rather than throw it- this instils good habits for later when they are using heavier items such as a cricket ball, shot, or javelin.

Hurdles should be able to fall when hit to avoid unnecessary injury to a child.

GYMNASTICS

Chasing games on apparatus (such as 'Pirates') are dangerous and must NOT be played.

Children must be taught how to handle apparatus safely, and should be progressively more involved in assembling groups of apparatus as they move up through the school. See Val Sabin's 'Primary Gymnastics File' for details.

Mats are not thick enough to protect a child from injury if they fall from a great height. They should be used to denote landing areas and pathways and are for comfort on landing.

When supporting a child, for example for a handstand, ensure the child understands how they will be supported.



GAMES

Ensure the children are well spaced for skills practices by use of markers or grids to define an area.

Children should be trained not to run through others' games or practices.

SWIMMING

At Barton our swimming sessions are planned, taught and assessed by an ASA trained teacher employed by the Council by arrangement with the local pool. Lifeguards are always on duty during our lessons: they are provided by the pool.

School staff supervising the children should make themselves aware of the Fire Procedures and ensure the children are also aware.

'The teacher responsible for the teaching of swimming should hold at least a pool rescue certificate. At the pool, children should be **counted in and out**. They must be made aware of safety procedures.

Goggles should not be worn unless medical advice states to the contrary. They should never be worn for diving.

Earrings must be removed for swimming. Taping over is not safe as the tape may become dislodged and cause further hazard.'

p.264 AfPE Safe Practice in PESS

MEDICAL INFORMATION

As with any offsite visits, the teacher in charge of supervising a team taking part in a festival, or a swimming group, should have that group's medical forms with them in case of illness or emergency.

SPECIAL NEEDS

Teachers Must:

- Know the nature of the child's needs, disability, or emotional or behavioural disorder.
- Be aware of any constraints resulting from the above or medication.
- Be able to provide or access emergency treatment.
- Differentiate activities according to needs.



ASTHMA

For Asthma sufferers a thorough warm up is essential.

In the event of an attack, exhaling should be encouraged whilst First Aid and the child's inhaler is acquired.

The child's inhaler should however be kept by the teacher in the space where the PE activity is taking place. It may be useful to have a draw string bag to carry such items onto the field.

Details on other special needs can be found from the AfPE Safe Practice in PESS.

ACCIDENT PROCEDURES

In the event of an accident a First-Aider should be sent for, or the child sent to the office if this is feasible. Accidents that result in an injury should be logged in the School Accident Book, noting any witnesses (see page 336 -8 AfPE Safe Practice in PESS). The Head Teacher should be notified of any serious injury.

FAULTY EQUIPMENT

Any faulty equipment or other hazards should be reported to the P.E. Co-ordinator and noted in the Health and Safety book if action is needed. Unsafe items must be removed from the hall or store so that they are not inadvertently used. If they are not able to be mended they should be disposed of.

Gymnastics equipment is checked every twelve months by an inspector from 'Universal Services' who notifies the office and P.E. Co-ordinator of action needed or repairs carried out.

Appendix 2 Risk assessments attached.



APPENDIX 3.

WARMING UP AND COOLING DOWN REMINDERS.

Do	DON'T
Involve Everyone in an activity at the same time.	Have individuals inactive waiting around for their turn.
Perform exercises with control.	Permit flinging, uncontrolled actions.
Progress gradually (go up through the gears steadily.)	Rush to quickly into fast, rapid activities (such as sprinting, jumping, relay races, vigorous tag games.)
Ensure that muscles are warm before they are stretched.	Stretch cold muscles.
Hold stretches still.	Bounce in stretches.
Exercise at a comfortable steady level.	Exercise so hard you have to stop.
Exercise at your own pace.	Try and compete with others.
Maintain a 'tall' straight back during exercises.	Perform exercises in which the back is arched.
Ensure the knees turn out over the ankles during knee bends and that there is always at least 90 degrees (a right angle) between the lower and upper leg.	Perform deep knee bends or exercises with incorrect knee alignment (e.g. the knee twisted inwards or outwards.)
Perform neck mobility exercises with care to avoid trapping nerves or damaging the small bones of the upper spine.	Perform exercises in which the head is forced forwards or backwards.
Where possible mix impacts and teach and insist on safe technique for high impact activities to minimise joint injuries.	Perform continuous high impact activities (i.e. 'bouncing up and down', jumping type activities).



Appendix 4: PE CURRICULUM OVERVIEW

Area of Learning	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
KEY STAGE 1						
Gym	✓		✓	✓		✓
Dance		✓	✓		✓	(✓)
Games	✓	(✓)		✓	✓	✓
KEY STAGE 2						
Gym		✓ Pathways Balance	✓ Flight Symmetry/ asymmetry			
Dance		✓ topic -linked, Xmas production		✓ Country Dancing Creative Dance		
Invasion Games & Focus Sport	✓ Hockey Soccer			✓ Tag Rugby		
Net/wall Games			✓ short tennis			
Striking/ Fielding Games					✓ Kwik Cricket Rounders	
Athletics					✓	✓
OAA	✓ 1 st half					✓
Swimming			✓ y3			
Multi- skills	Multi skills through run throughout the year, eg as part of a warm up, and then become a focus in itself in the Summer Term				✓	

1st Year of Cycle Focus Sport

2nd Year of Cycle Focus Sport



SAFE PRACTICE

WORKING WITH AOTTs

A. RELATIONSHIP WITH PUPILS.

- Value, care for and respect all pupils.
- Act as an appropriate role model (e.g. use of language and dress.)
- Promote fair play and equality.
- Promote the ethos of the school.
- Work well with members of school staff.

B KNOWLEDGE OF PUPILS.

- Levels of confidence.
- Levels of ability.
- Special educational needs.
- Medical needs.
- Behaviour.
- Age/ development stage.

C PUPIL MANAGEMENT.

Use common and approved practice.

Match pupils' confidence, strength and ability in pair and group tasks.

Maximise participation.

Maintain effective pupil control and motivation.

Apply the school's standard procedures and routines (e.g. child protection, emergency procedures, jewellery, handling and carrying equipment).

D EXPERTISE IN ACTIVITIES.

- Understand how the activities undertaken fulfil or complement the relevant National Curriculum Programme of Study and/or wider curriculum.
- Demonstrate an appropriate level of expertise to enable learning to take place during the activities undertaken.
- Demonstrate understanding of the overall needs of the age group involved.
- Use suitable space for the group, differential equipment, differentiated practice and effective progression.
- Know and apply the relevant rules.

E OBSERVATION AND ANALYSIS SKILLS.

- Provide a safe learning and working environment.
- Identify faults and establish strategies for improvement.



APPENDIX 6: EQUIPMENT & RESOURCES

P.E. Equipment is found in the hall and PE store.

GYMNASTICS, MOVEMENT & DANCE		
ITEM	STORAGE	NUMBER
<u>Val Sabin KS1</u> Gymnastics File Dance File Games File Warm Ups File	Garden Room Shelf	1 of each
<u>Val Sabin KS2</u> Gymnastics File Dance File Games File	KS 2 Area	1 of each
Wall bars	Attached to wall in hall	1
Ropes and ladders	Attached to wall in hall	1
Agility tables- 3 heights	PE cupboard	1 of each height
Box top	PE cupboard	1
Spring board	PE cupboard	1
A frames: small	Hung on wall in PE cupboard	1
medium		1
ladder	Hung on wall in PE cupboard	1
pole	stored below ladder	1
beam		1
Mats	In 2 trolleys in PE cupboard	19
Large landing mat	Behind wall bars	1
Plastic ladder walkway	PE cupboard	1
Wooden ladder walkway	'Morning Stars' trolley	1
Rubber spots, straight lines, curved lines, hands and feet	In storage box, PE cupboard	Many!
Fabric sensory hands	In storage box, PE cupboard	8
Scarves	Reception	30
Ribbons	In storage box, PE cupboard	25
Parachutes	Hanging on right, cupboard	3
Pop up tunnel		1
Movement Dice	Nursery	1 set



GAMES, ATHLETICS, MULTISKILLS		
ITEM	STORAGE	NUMBER
Plastic hoops	Hanging	20
Skipping Ropes	In storage box, small trolley, PE cupboard	25
Bean bags		40
Target mats		2
Quoits - telephone smooth		8
		10
Small foam balls		25
Large foam balls	large blue bag, cupboard	20
Air flow balls	Smaller trolley	12
Low bounce small balls	Larger trolley	16
Plastic bats		20
Playground balls	Net bag, large trolley	20
Netballs Size 4	Net bag, large trolley	10
Basket balls size 3	large trolley	2
Round ball hoops and stands	Outside hall by Fruit Barrow	2
Football- lightweight Size 4	Smaller trolley	20
Football- medium weight Size 4	Smaller trolley	15
Rugby balls size 5	Large red bag	12
Foam rugby balls	Large red bag	10
Tags and belts	Hanging	16 blue 14 red
Agility ladders	Hanging	6
Tennis racquets	In large bag	30
Balls for tennis- foam Tennis balls	In red box, L/H shelf	30
Shuttlecocks	L/H shelf	40
Tri Golf equipment	In red bag	1
Cones Large	P.E. cupboard	8
Cones Small		8
Plastic 'canes' to make hurdles		10
Stirrup pump	Behind door	1
Spare connectors	PE Co-ordinator	8
Kwix Cricket sets	Blue bags, L/H shelf	6



Athletics bag inc relay batons, foam javelins, discus, hammer & tape measures	L/H shelf	1
Standing long jump mat	L/H shelf	1
Speed bounce mat	L/H shelf	1
Corrugated plastic hurdles- sml, med, lge	L/H shelf	3 of each size
Hockey Sticks and practice balls	Large bag	30 sticks 16 balls
Unihoc sticks	Larger trolley	
Plastic pucks		15
Bibs	Storage boxes, L/H shelf	Red- 14 Blue- 8 Green - 4 Yellow- 4

APPENDIX 7: ASSESSMENT SHEETS

These are found in the Val Sabin files.

