



Whole School Plan For Physical Education



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



Introductory Statement and Rationale

Introductory Statement

The staff of our school came together on a school Development Planning to formulate a curriculum statement for P.E. This followed a review of PE in our school. This followed a review of PE in our school. It was disseminated to the wider school community through the Board of Management and ratified by the board on the 7th of March, 2011.

Rationale

We chose to work on this area for the following reasons:

To benefit teaching and learning in our school

- To conform to principles outlined in the primary curriculum
- To review the existing plan for PE in light of the 1999 Primary School Curriculum
- To encourage children to be active and participate in physical activities
- Vision and Aims

a. **Vision**

We seek to assist the children in our school in achieving their potential in all areas. Through the PE curriculum we hope to provide opportunities for pupils to develop a positive attitude towards physical activities.

b. **Aims**

We endorse the aims of the Primary School Curriculum for PE

- 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 attitude towards, physical activity and its contribution to lifelong health-fitness, thus preparing the child for the active and purposeful use of leisure time.
- To further develop skills relating to specific sports in an after school context.

Curriculum Planning:

This will be addressed under the following headings;

- Strands and Strand Units
- Approaches and Methodologies
- Assessment and Record Keeping
- Multi-Class Teaching
- Children with Different Needs
- Equality of Participation and Access
- Linkage and Integration
- Timetable
- Code of Ethics
- After School Activities
- PE Equipment and ICT
- Health and Safety
- Individual Teachers' Planning and Reporting
- Staff Development
- Parental Involvement
- Community Links

Strands and Strand Units

The strands and strand units are as follows:

| Strands | Strand Unit |
|-------------------------------------|---|
| Athletics | Running, Jumping, Throwing |
| Games | Sending, receiving, travelling Creating and playing games |
| Dance | Understanding and appreciation of athletics Exploration, creation and performance |
| Gymnastics | Understanding and appreciation Movement |
| Outdoor-adventure activities | Walking, orienteering, outdoor challenges Understanding and appreciation |
| Aquatics | Hygiene, water safety, entry and exit from water, buoyancy and propulsion, stroke development, water based ball games, Understanding and appreciation of aquatics. |

Teachers are familiar with the strands/ strand units/ content objectives for the relevant class level(s) in Curriculum Documents

1. Infant class pp. 16-23
2. First and Second classes pp.24-34
3. Third and Fourth classes pp.38-46
4. Fifth and sixth classes pp. 48-59
5. Aquatics: Junior Infants-Sixth pp.62-64

Teachers choose a range of activities for all strands for each class. Children have access to five strands each year- Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics to be introduced in Second class/ Aquatics will include a 10 week swimming programme.

Opportunities to develop Understanding and Appreciation of each Strand Unit:

DVD/CD-ROM material available on Dance, Gymnastics, Soccer, Ladies football and Gaelic football.

There is continuity and progression from class to class using School Plan and Strand Unit development. Continuity is ensured with regular lessons and implemented by teachers according to the School Plan.

Approaches and Methodologies

In our PE provision we hope to use a variety of approaches to aid pupils learning and experience and also to maximise participation for all children. The approaches we use are as follows

- Directed teaching approach
- Guided discovery approach
- Integration
- Individual, pair, group and team play
- Station teaching
- Using a play area divided into grids

Assessment and Record Keeping

- Throughout the physical education lesson the teacher is involved in various forms of assessment of the children's work as a natural part of teaching and learning activities.
- Teachers assess: willingness to participate in activities, to 'perform', interest, enthusiasm/attitudes of children, skill level and willingness to co-operate.
- Assessment tools used to gather information about a child's progress
- Teacher observation
- Teacher-designed tasks.
- The information gained from the assessments is used to pass on information to parents and other teachers.
- This information forms part of class and school planning.
- Records are kept in an End Of Year Report booklet. Each teacher has responsibility for own reports. Teachers share information with parents through the End of Year School Report and at parent-teacher meetings.

Multi-Class Teaching

- In the case of split classes pupils will participate in identical programmes regarding the curricular strands.

Children with Different Needs

- Teachers support and ensure the participation of children with special needs. Games and activities are modified to facilitate the child whose rate of progress is considerably slower. Children with exceptional ability/talent for PE are encouraged and supported by extending the level of difficulty in all Strands of the P.E. curriculum. We encourage inactive/shy/self-conscious children to participate in PE activities.

Equality of Participation and Access

- Equal opportunities are given to boys and girls to participate in classes/activities.
- Boys and girls have equal access to and opportunities to experience all strands.
- Boys and girls have equal opportunities to enter competitions as part of extra-curricular programme.
- The PE class used as an opportunity to integrate the culture of all pupils e.g. Travellers, international pupils, intellectual disabilities.

Linkage and Integration

- P.E. is integrated with English, Gaeilge, Geography, Art, Music, S.P.H.E. and Maths.
- Other curricular areas are enriched through the programme of P.E. which is broad and balanced.
- Language: The school creates opportunities for pupils to discuss and talk about their own and others' performance in P.E.
- Déantar iarracht freisin ordaithe a thabhairt as Gaeilge chomh minic agus is féidir.
- Organisational Planning

Timetable

- One hour per week has been allocated as the minimum time allotted for Physical Education. The 1 hour required time allocation is divided into two half hour slots.
- Annually we have acquired a swimming slot in Portlaoise Leisure Centre, with a 6 week block of one hour swimming sessions for pupils. These slots are available from 1st to 6th classes.
- GAA skills take place with the help of an outside coach and internal coaches also.

Code of Ethics

- Coaches are used to support the class teacher in the implementation of some of the P.E. curriculum strands in the school such as dance, O & A and gymnastics.
- There is a code of ethics as part of the training of outside personnel. The Class Teacher is always present to actively support the coach.

After School Activities

Competitions: We participate annually in Cumann na mBunscoil competitions, classes Fourth, Fifth and Sixth participate in these competitions. These take place in the third term. The school also competes in local athletics and in an annual O & A event in Stradbally Wood.

PE Equipment and ICT

- There is an inventory of appropriate equipment and resources available for P.E.
- The equipment is stored safely and available to all teachers. It is stored in the Sports room and the Gymnastics equipment is stored in the Halla.
- A copy of the checklist is on the wall of the Sports Room. Yard equipment is located in the shed outside in the middle yard.
- The equipment is purchased centrally when funds are available.
- Each year additional materials are needed, e.g. balls have to be replaced, damaged beanbags.
- ICT

Classes involved in Cumann na mBunscoil competitions use I.C.T. to create banners and flags advertising the upcoming event.

Software available in the school include, CD-ROMS and DVD of Gymnastics, Dance, Gaelic and Action for Life.(See Appendix)

Health and Safety

- Health and safety issues pertaining to P.E. activities include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision on visits out of school, activities involving the whole school yard and procedures for dealing with accidents.
- All teachers are constantly reminded of the need for vigilance regarding Health and Safety issues.

- All Staff members are aware that certain children have specific medical conditions.

Individual Teachers' Planning and Reporting

- The whole school plan and the curriculum documents for PE provide information and guidance to individual teachers for their long And short-term planning.
- The Cuntas Míósúil serves in reviewing and developing the whole school plan/ individual preparation for following years.

Staff Development

- Teachers have access to current research, reference books, resource materials, and websites dealing with PE. School personnel can research new methodologies. Demonstrations are arranged in new methodologies e.g. Buntus Programme. Teachers also participate in Summer Courses in PE. On occasion teachers attend evening courses in the Teachers Centre and they share the expertise acquired at these courses during our curricular spot at staff meetings.
- Coaching in Gaelic Skills is passed on from teacher to teacher during Lunch Breaks & Wednesday training in Stradbally GAA Club in preparation for Cumann na mBunscoil competitions.

Parental Involvement

- Parents are involved in organising an Easter Funfair which involves an Easter Egg Hunt and egg painting.
- Parents are also encouraged to provide support and transport to and from matches and athletic activities.

Community Links

- We have close links with local sports clubs including Stradbally GAA Club.

Success Criteria

- This plan makes a difference to the teaching and learning of PE in our schools through teachers' preparation and through the development of children's skills in a fun and safe way.
- Progression in different Strands will be obvious in the various classes.
- The plan will achieve its aims through the positive feedback from parents and children.
- Because of the involvement of our school in Cumann na mBunscoil, we regularly compete in final in O'Moore Park, Portlaoise.
- The plan has promoted the key considerations when implementing a programme of Physical Education.
 - *The importance of enjoyment and play*
 - *Maximum participation by all children*
 - *The development of skills and understanding*
 - *A balance between competitive and non-competitive activities*
 - *A balance between contact and non-contact activities*
 - *Providing opportunities for achievement for each child*
 - *Providing activities equally suitable for girls and boys*
 - *Implementation*

Roles and Responsibilities

The plan will be supported, developed and implemented by each teacher and feedback will be provided as necessary at Staff Meetings.

b) Timeframe

The plan will be implemented from September 2011.

Our school Review

Roles and Responsibilities

Those involved in the review of the plan include:

- Teachers
- Pupils
- Parents
- Post holders/ Plan co-ordinator
- BOM/DES

b) Timeframe

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in the school.

Ratification and Communication

The Board of Management ratified this policy on the _____ of _____ 20__

Signed: _____ , (Chairperson, BOM)

St. Colman's N.S. does not have adequate resources to disseminate all of its policies to all the concerned members of the wider school community. The policy is communicated to the members of the BOM and is available to the wider school community through the parents' representatives on the BOM. All St. Colman's N.S. policies are available for inspection in the school and shortly on the website www.stcolmansns.ie