

Croom National School

Physical Education Plan

Introductory Statement

This Physical Education policy for Croom National School was formulated by the Principal and staff after whole staff input and discussion. It was reviewed in March 2014 and has been ratified by the Board of Management.

Rationale

Physical Education provides children with learning opportunities through the medium of movement. Through PE we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to PE in our school, which is to support children in every aspect of their life and development. This plan describes the way in which we use PE to achieve that goal, our agreed approach to teaching PE and the content of the programme of the curriculum at each year level. This document will also serve as a basis for each teacher's long and short term planning. It will also serve as a source of information for parents and Board of Management.

Vision

We envisage that through PE children will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment. The planning and management of the PE curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and differentiated programme of physical activities.

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.

Strands and Strand Units

The curriculum is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics.

Each strand is subdivided into strand units.

See glance cards and choose a range of activities for all strands for each class.

The children will experience all six strands in each year.

- It was acknowledged that as a school we need to look more closely at the following areas:
 1. The 'Understanding and Appreciation' element of all strands
 2. Have a list of folk dances for each class

3. Creative dance
4. Gymnastics
5. Orienteering and Outdoor challenges
6. Cycling and camping in 5th /6th
7. Do they play water based ball games? – Not insured to do this.

Approaches and Methodologies

Among the teaching approaches we will use for teaching PE are

- the direct-teaching approach
- the guided-discovery approach
- integrated approaches.

Direct-teaching approach

The direct-teaching approach involves the teacher in telling or showing children what to do and in observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child responding to instructions. It allows for practice of skills within a games situation where the teacher decides on the nature of the practice and the time allocated to it or the number of repetitions. It can feature as part of the teacher's approach in a wide range of lessons.

Guided-discovery approach

The guided-discovery strategy involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or 'solution'. It is one of the approaches that offer children the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among children and enhances the child's capacity to evaluate.

Integration

The teacher should consider how objectives can be achieved through integration. Physical education has many objectives which are developed by other subjects such as Gaeilge, English, art, music, mathematics and especially social, personal and health education. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.

In every strand children will be given opportunities to

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence
- Learn how to select and apply skills
- Develop their ideas in a creative way
- Set targets for themselves and compete against others individually and as team members
- Understand what it means to persevere, succeed and acknowledge others success
- Take the initiative, lead activity and focus on improving aspects of their own performance

We will use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play -younger children and special needs children will need more individual attention
- Station teaching -groups moving around different stations and having one teaching station
- Using a play area divided into grids- groups of children stay in grids and the

activities within the grids are differentiated

Structure of a PE lesson:

Most of our lessons will follow the following format:

Warm Up Main Activity Cool Down

Assessment and Record Keeping

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties by observing, listening, asking questions and giving feedback to pupils. This will ensure that ongoing achievements are recognised and areas of difficulty are identified. Children may be asked to self assess and peer assess where appropriate. Teachers report annually to parents at parent-teacher meetings and end of year reports. Any concerns about a child's progress in PE will be communicated to the principal and parents as necessary.

- We will assess
 - Willingness to participate in activities
 - Readiness to engage with a certain activity
 - The level of competence of a child in carrying out an activity
 - Interest in and attitude to activity
 - Willingness to cooperate in individual, pair and group activities
- Our assessment tools are:
 - Teacher observation
 - Teacher-designed tasks

Multi-Class Teaching

Teachers adapt the curriculum and group children as they deem necessary to cater for the various levels in such classes.

Children with ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by joining school teams, local clubs, so the children can bring their talent to a higher level. The children will on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

Children with Different Needs

The child with special needs will experience the enjoyment of participation and progression through the various stages of the PE programme according to his ability (often with the assistance of the SNA). A safe and secure environment will be provided for PE appropriate to the child with special needs. Specialist advice may be sought (e.g. OT) to identify the appropriate activities.

Equality of Participation and Access

- In planning for PE we will pay attention to the following areas in order to promote equality throughout the physical education curriculum.
 - All children from first to sixth class will partake in all six strands of the curriculum.
 - We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme.
 - Special needs children will participate fully in our PE programme. Lessons and activities will be adapted to suit the needs and abilities of these children.
- Every child will have access to all PE activities provided by the school and lack of

financial resources on behalf of the child will not hinder his participation.

Linkage and Integration

Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate e.g. Language development through following instructions, Gaeilge to give instructions, Dance with Music, Orienteering with Geography, Aquatics with SPHE etc.

Organisational Planning

Irish Dancing

Irish dancing will be done as part of the dance lessons in the curriculum.

Swimming

Swimming will be provided to one class each year in a local hotel pool, if funds allow. Our parents' association are committed to raising funds to provide swimming to the middle classes each year.

GAA coach

We avail of the GAA coaching scheme and the school participates in the South Limerick Primary games in Hurling, Football and girls' football

Halla timetable

The local community centre is available to us every Thursday and Friday and we also use the hall in the old school.

Lunchtime Games

All children are encouraged to play and enjoy their break times. Our SNAs are responsible for the play opportunities of our special needs children and ensure that these children are fully integrated into school playtimes wherever possible. First - Sixth class children usually play football and each class has a designated area. Junior and Senior Infants play in a separate yard and often use the games which are painted on the ground e.g. hopscotch, target, snakes and ladders.

.

Code of Ethics

All coaches who work with the pupils will be given a copy of our Child Protection Policy. Coaches/Instructors must provide a Garda Clearance certificate to the principal prior to commencement.

PE Equipment and ICT

List of PE equipment attached.

Facilities:

- School yard
- School hall
- Grass areas
- Basketball court
- Access to Garda pool
- Access to Garda pitch
- Access to Athletic track
- Access to Town Park.

ICT

- Digital Camera
- CD player
- Interactive Whiteboards
- Laptop Computer.

Health and Safety

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents ...etc.

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject.

When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration:

- All children should wear suitable footwear and clothing during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy. All accidents should be recorded in our Red Incident book which is located in the staff room.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson e.g. use of mats during gymnastics

The First Aid Kit is located in the secretary's office.

Individual Teachers' Planning and Reporting

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan.

Teachers will also be familiar with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

Strands covered in PE each month are recorded on the Cuntas Miosúil. Short term planning is done on a fortnightly basis and describes how the objectives are met in the week-to-week delivery of the curriculum.

Staff Development

Staff will be encouraged to participate in in-service training. The Board of Management may fund these courses.

Parental Involvement

Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum. Parents are involved in running the annual Sports Day which takes place in June each year. All parents are invited to attend this day and also are informed of all school matches.

The PE policy is available on line for parents to view.

Community Links

We encourage the children to take part in local sports activities and clubs and will always pass on information. We hope to pass on to the children that sport is for all and that there are many activities locally in which the children can take part e.g. swimming, athletics, soccer, Gaelic football and hurling, horse riding, golf, pitch and putt, badminton, tennis, snooker, dancing.

Success Criteria

The criteria for evaluating the success of our PE policy will be:

- 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.

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report
- Second level feedback.

Implementation

Roles and Responsibilities

Each teacher is responsible for implementing this policy with his/her own class. All members of staff contributed to the formation of this document.

This plan will be reviewed in March 2017

Ratification and Communication

This PE plan was ratified by the Board of Management on March 31st 2014 and is available to parents on our school website or a copy can be viewed in the office.

Signed _____

Very Rev. J. Kennedy P.P., Chairperson of the B.O.M Date: 31/03/2014

Organisational Planning Timetable

Sept/Oct	Nov/Dec	Jan/Feb
<ul style="list-style-type: none"> • Games • Aquatics (Rang 5+6) • Athletics 	<ul style="list-style-type: none"> • Games • Aquatics (Rang 5/6, 3/4) • Dance – Irish/Folk 	<ul style="list-style-type: none"> • Games • Aquatics (Rang 3+4) • Dance - Creative
Mar/Apr	May/Jun	
<ul style="list-style-type: none"> • Games • Aquatics (Rang 2) • Gymnastics 	<ul style="list-style-type: none"> • Games • Aquatics (Rang 1) • Outdoor adventure activities • Athletics – Sports Day in June 	

Folk and Creative Dance Plan

Resource	Rang 1 + 2	Rang 3 + 4	Rang 5 + 6
Video available on www.ppds.ie	<ul style="list-style-type: none"> • Cuckoo Dance • Come to Me (See Exemplar on Pg 62) 	<ul style="list-style-type: none"> • Shoemaker's Dance • German Clap Dance 	<ul style="list-style-type: none"> • La Vinca • French Peasant Dance • Rakes of Mallow • Stacks of barley
Done with Michael Cooney	<ul style="list-style-type: none"> • Military 2-Step • Gay Gordon • Walls of Limerick 	<ul style="list-style-type: none"> • Haymaker's Jig (Ex. Pg 64) • Harvest Time Jig • 2 Hand Reel 	<ul style="list-style-type: none"> • Siege of Ennis • Shoe the Donkey
Other Resources	Action for Life CD – Ceol do Chéilí PSSI CD and website www.ppds.ie		
Creative Dance	Each class should do 2 of the lessons outlined on the PSSI CD for PE		