

**St. Anne's NS**  
**19317K**  
**Physical Education Plan**

**Introduction**

This Physical Education policy for St. Anne's was initially drafted by the Principal and teaching staff. It was finalised in March 2007 following consultation with the PCSP *PE Cuiditheoir*. The plan has been ratified by the Board of Management. The plan was reviewed in the 2017/2018 school year following 2 years participation in the Active School Flag programme and in-service in Fundamental Movement in September 2017.

**Rationale**

The purpose of this policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of the effective teaching of PE in our school.

**Vision**

We envisage that in PE each child 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.

**Aims**

We endorse the aims of the Primary School Physical Education Curriculum:

- 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 attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

**Curriculum Planning:**

**Strands and Strand Units**

Our Physical Education curriculum is divided into six 'strands' or sections as recommended in the Primary School Physical Education Curriculum. These six strands are; Athletics, Aquatics, Dance, Games, Gymnastics and Outdoor and Adventure Activities. Each strand is subdivided into strand units.

The curriculum is designed to be spiral in nature. The children will experience at least 4 strands in each year. As they progress through the school, they will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. The five strands, Athletics, Dance, Games, Gymnastics and Outdoor and Adventure Activities will be taught at each class level. Aquatics will be made available to 4<sup>th</sup> class – children will be transported to the *Whitford House Hotel* for 8 sessions where tuition will be provided by qualified instructors.

Physical Literacy is a central feature of our Physical Education plan and we are following the Move Well, Move Often (PDST) handbook starting in the 2017/2018 school year. This handbook outlines the 15 fundamental movement skills that are the basic building blocks of movement. These 15 skills are divided into Locomotor Skills, Stability Skills and Manipulative Skills and are integrated into our main PE lessons and will be taught from Junior Infants – 6<sup>th</sup> class. In this school year we are focussing on the Locomotor Skills.

### **Physical Resources - Facilities and Equipment**

The following facilities are available to the children and staff for Physical Education;

- 2 yards – suitable for games and athletics
- Parish field – pitch suitable for athletics, outdoor & adventure activities and games
- Small hall/GP room – suitable for dance and gymnastics
- Local GAA grounds including use of their indoor complex

Our school has developed Physical Education resources containing the necessary equipment for the implementation of most strands (list in appendix). Equipment is checked regularly, and stock replenished as often as budget allows. We have been supported by the Parents' Association and local GAA club in acquiring resources. Teachers keep literature, DVDs, CDs, tapes, books and lesson ideas in their own individual classrooms. The school will also use the CD of PE lesson plans prepared by the Primary School Sports Initiative.

### **Approaches and Methodologies**

We will use a combination of the following approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by the child through group work: Individual, pair, group and team play; station teaching; Using a play area divided into grids.

Structure of a PE lesson: Warm Up ----- Main Activity ----- Cool Down

### **Assessment and Record-keeping**

As Physical Education is a physical activity-based area, most assessment is done within the lesson by observing, listening, asking questions and giving feedback to pupils. Teachers will keep their own records of pupils' achievement. They will use these records to report annually to children, parents and relevant staff through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer-assess where appropriate.

We will assess the following:

- 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**

Each year we have a number of multi-class classes. The class teacher may adapt the curriculum and group children as he/she deems necessary to cater for the various levels in this class.

### **Children with Different Needs**

We acknowledge that each individual child has particular needs, and all are at different stages of their personal development. We also recognise that for some children, participation in certain strands of the Physical Education curriculum may be problematic because of physical, intellectual or emotional difficulties. Every attempt, often with the assistance of additional staff (SNAs), will be made to ensure that all children experience the richness and breadth of a full Physical Education curriculum.

### **Equality of Participation and Access**

We promote the needs and interests of all pupils regardless of ability, culture, gender or aptitude. Quality work to the best of the children's ability is the target for everyone. 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 their participation. In line with Department of Education and Science recommendations, it is the policy of our school not to charge for in-school curricular activities. However, when organising the aquatics and gymnastics strands, this school is unable to meet the cost of running adequate aquatics or gymnastics programmes. As a result, the Board of Management has given permission to charge a nominal fee to each child. No child will be denied access to swimming or gymnastic lessons due to lack of financial resources and the school has made provision for such children to attend classes.

### **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. Dance with Music; Aquatics/Games with SPHE; Athletics with Maths; Orienteering with Geography and Gaeilge used to give simple directions.

### **Organisational Planning**

Timetable:

Each class will receive a minimum of one hour of PE per week and this time may be blocked or divided at each teacher's discretion.

Fourth class will use discretionary time for the 8 weeks of the pool-based activities undertaken to facilitate the Aquatics programme in the school - in order to cover the time travelling to and from the pool.

### **Code of Ethics**

All teachers and coaches working in the school context will be expected to adhere to the school's Child Protection Policy. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships.

### **Extra-Curricular Activities**

Opportunities are provided for children to participate in and enjoy a variety of extracurricular activities after school. These include Gaelic football, hurling, camogie and rounders.

School representative teams are also catered for in inter-school competitions in the above sports; Rackard League, Mini-Sevens, Showing Jumping, Bree Schools' Sports and Rounders

The school organises an Active School Week each year, a school Sports' Day and the Nuala Stafford Cup Rounders' Competition in the summer term.

Children are encouraged to play games and practice skills during break-time and are frequently coached during breaks.

Occasionally the school may organise an outdoor walking trip to suitable locations in the locality and often our school tours have an element from the PE programme included.

### **Information and Communication Technology**

Information and communication technology may be integrated with PE through the use of the school computer, digital camera, photocopier, digital video-camera, DVDs, CDs and the internet. Activities are included on the school website and published in the school newsletters.

### **Health and Safety**

The children are required to wear appropriate gear on the day they have Physical Education Lessons. Suitable footwear is most important.

Children should not wear loose jewellery, particularly hooped or 'dangly' earrings.

Children are taught to handle all apparatus safely and carefully. Correct methods of lifting and carrying are also taught and children are supervised at all times by the teachers.

Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy.

### **Individual Teachers' Planning and Reporting**

Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, as set out in this policy. This should ensure clear progression as children move from class to class.

Strands covered in PE each month are recorded on the Cuntas Miosuil.

The Cuntas Miosuil will be relevant in recording what has been covered and in reviewing and developing the school plan for the following years.

Teachers reflect upon the differing needs and abilities of the children in their classes and plans include differentiation when needed.

### **Staff Development**

The school will access the PCSP PE Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands. Visiting coaches such as hurling and football coaches for GAA and gymnastic coaches are used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to PE available in the local education centres/area.

### **Parental Involvement**

Parents have a responsibility to encourage their children to participate in all strands of the Physical Education curriculum. Parents may view the plan on the school website. Parents are encouraged to attend school matches and are encouraged to volunteer during Active School Week and on Sports Day.

### **Community Links**

Local clubs and sporting organisations are invited to provide information on the services that they provide, and strong links have been developed with our local clubs. We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

### **Evaluating the Policy**

Means of assessing the outcomes of the plan may include;

- Teacher/parent/community feedback
- Children's feedback regarding activity levels, enjoyment and skill development
- Inspector's suggestions/WSE recommendations

### **The criteria for evaluating the success of this policy will be:**

- The level of enjoyment exhibited by the children
- The 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
- The provision of opportunities for achievement for each child
- The level of teacher satisfaction in teaching a broad, balanced curriculum

### **Implementation :**

Roles and Responsibilities-

The Principal and staff will co-ordinate the progress of the policy, encourage and accept feedback on its implementation. Each teacher is responsible for implementing this policy with his/her own class. Teachers with particular interest or expertise will be encouraged to share such expertise and share ideas and best practices.

The plan should be monitored and reviewed by the staff in October 2018, when we will reflect meaningfully on how well the PE programme has been taught and received in the school including the Fundamental Movement Skills.

### **Teaching and Learning**

Most of the teaching in Physical Education will be conducted by the class teacher with the class group. However, visiting coaches may be available to support teachers in the implementation of some strands. In aquatics, specialist swimming coaches teach swimming to the children. All support coaches work under the supervision of the class teacher in planning and implementing the PE programme. The class teacher will be present to supervise all activities organised by visiting/support coaches and will retain ultimate responsibility for the class.

### **Ratification and Communication**

This Physical Education policy was ratified by the Board of Management on November 2017.