

Scoil Mhuire Glenties

Roll 19912B

Whole School Plan for

P.E

**Introductory Statement and Rationale**

**(a) Introductory Statement**

The PE plan for Scoil Mhuire Glenties NS was formulated in consultation with PE cuiditheoir, staff, BOM and parents.

**(b) Rationale**

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives[[1]](#footnote-1).We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

**Vision and Aims**

**(a) Vision**

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In Scoil Mhuire we work in a multi-class situation and so seek to amend the curriculum and lessons bearing in mind our facilities and class groupings. We intend to incorporate the messages of the curriculum in our lessons.

Key Messages

* 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
* providing opportunities for achievement of each child
* providing activities equally suitable for boys and girls

**(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 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.

**1.The Curriculum**

* The strands/strand units/content objectives for the relevant class levels are found in the curriculum documents.
* In our school we have children with various special needs. We support these children in our lessons.
* Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the six strands each year- Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics.

**2.** **PE rich environment**

* We will endeavour to create a PE rich environment in the school. We are blessed with a large yard and a gymnasium for PE activities perfect facilities for introducing a range of games and activities such as gaelic skills, unihoc, soccer, basketball and skipping. We also provide the children with outdoor games such as Giant Jenga and Connect 4 and also have lots of playground markings so they can devise their own playground games.
* We will ensure there is continuity and progression from class to class by developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
* We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosúil )
* We will use the resource materials designed by the Primary Schools’ Sports Initiative

**3. Approaches and Methodologies**

* We will use a combination of the following approaches:
* Direct teaching approach[[2]](#footnote-2)eg teaching a specific skill such as “the dig” in volleyball
* Guided discovery approach[[3]](#footnote-3)eg children creating their own sequence in dance
* Integration eg Geography and Outdoor and Adventure Activities –directional and spatial awareness.

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

* Individual, pair, group and team play[[4]](#footnote-4) -younger children and special needs children will need more individual attention
* Station teaching[[5]](#footnote-5) -groups moving around different stations and having one teaching station
* Using a play area divided into grids[[6]](#footnote-6)- groups of children stay in grids and the activities within the grids are differentiated to suit the particular group of children

**Structure of a PE lesson**:

**Warm Up**

Main Activity – running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc

This main activity will take place at Individual, pair and small group levels

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson

We will divide our hall/play area into Grids to allow for small group activity and yet all children will be involved

**Cool Down**

**4. Assessment and record keeping**

The School’s Assessment & Record Keeping Policies are available at……

(Refer to PE Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

* 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

**5. Multi-class teaching**

* There are many times in the combination and multi-grade class when children will be required to work independently of the teacher[[7]](#footnote-7)
* In some multi-age classrooms small flexible heterogeneous groups are regular features of classroom life[[8]](#footnote-8)
* Children with exceptional 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 forging links with local clubs (if links have not been established already) so the child(ren) can bring their talent to a higher level. The children with exceptional ability 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.

**6.** **Equality of participation and access**

* In planning for PE we are going to pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.
* All children from infants 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 i.e. one particular group or class will not be allowed unlimited access to larger yard areas.
* When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
* Introduction of games from different countries i.e. tennis, rounders and baseballyet at the same time acknowledging the special place that Gaelic games hold in our culture.***Gaelic Games should be given particular consideration as part of the Games programme[[9]](#footnote-9)***
* 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(see appendix 1) We endeavour to find physical activities which suit the interests of our special needs children. This is done in consultation with special education teacher, class teacher, SNA, parents and child. For example we may take children horse riding or some other suitable activity.
* 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.
* The Scoil Mhuire Parents association are very active in raising money to cover the costs of PE activities. The B.O.M. has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes.

**7. Linkage and integration**

*(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)*

* Linkage and integration eg dance and gymnastics
* Integration eg dance and music

**8. Organisational Planning: Timetable**

In this school the infant classes will have two sessions of PE each week – each session thirty minutes duration. All other classes will have two half hour sessions. PE time may be blocked for swimming lessons or Active Week

Swimming

Our Board of Management has agreed that children in Scoil Mhuire will get two opportunities to attend blocks of swimming lessons in their school life. All pupils will participate in Water Safety Classes/ lessons.

Irish Dancing

An Irish dancing teacher visits the school and teaches the children every other year. The children learn ceili, reels and jigs. The children learn steps and respond to Irish music in dance form. Clement celebrates their progress at the end of the block of dancing with a Ceili Mór.

Jiving / Modern Dance/ Hip-Hop

When not learning Irish dance the children receive blocks of instruction from a modern dance or alternative dance. These provide the children with opportunities to respond to music from other countries/ backgrounds and to learn movements and steps from another dance culture.

Rinka

Blocks of instruction in athletics and dance/ drama are provided to the children in blocks of teaching from visiting teachers.

Local Playground

We use the local playground in good weather as it is easily accessible and all classes can walk there.

Basketball

A local coach teaches the children passing, ball skills, movement, dribbling and teamwork.

Finn Harps

A Finn Harps soccer coach provides the children with soccer drill skills and instruction each year in a block of lessons.

Rugby

A Rugby coach visits for 6 weeks to instruct the senior classes in rugby skills and the game of Tag Rugby.

Active Week

We have introduced an Active Week whereby we focus on outdoor activities and sports facilities in our local area. During Active Sports week we invite specialist coaches and include parents who have skills or interests in a particular sport.

Below is the timetable grid used for PE activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **September October** - | **November-December** | **January-March** | **April-June** |
| Athletics | Dance | Gymnastics | Games |
| Games | Gymnastics | Dance | Outdoor and Adventure activities |
|  |  | Games | Aquatics (1 class or group)  **Active Week**  **Sport’s Day** |

**9.Playtime**

All children are encouraged to play and enjoy their break times. Due to a lack of playground space we stagger the lunch time breaks so that the whole school is not outside at the same time. We encourage a variety of games at break times and vary the equipment that is used eg spikeball, wall ball, catching and throwing games, chasing games etc. On Fridays we provide chalk so that the children can draw and design their own games. Our SNA is responsible for the play opportunities of our special needs children and ensures that these children are fully integrated into school playtimes wherever possible.

**10. Tournaments and Competition:**

Scoil Mhuire enters a number of sporting competitions throughout the school calendar. These include:

* Cumann na mBunscol Gaelic indoor Gaelic 5s
* Outdoor Roinn 4 7-a-side Gaelic competitions
* In-house Gaelic league competition organised by staff for 3rd-6th Class pupils
* Local schools Gaelic blitz (plans in progress as of summer 2017)
* Indoor hurling Cumann na mBunscol (if sufficient interest from pupils)
* FAI Spar Primary 5 soccer
* Finn Harps Fran Fields soccer
* Primary School athletics outdoor cross-country
* Primary school sportshall competition
* Tir Conaill/Ulster Tag Rugby

**Key messages of the curriculum**

* 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 boys and girls.

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 in which the children can take part locally eg swimming, athletics, soccer, gaelic, rugby, boxing, hurling and judo.

The school organises a sports day where parents/community/others are invited to view children’s PE activities and encourage them to participate.

Note: The extra-curricular programme that involves competitive activities should always reflect the aims and objectives of the PE curriculum.

**11. 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. Children will not be allowed wear any jewellery 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.
* 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
* Children will not be forced to do activities they are not physically or mentally ready for.

First Aid Kit is in a central location for teachers and SNAs to access.

**12. How will we know that the plan has been implemented?**

Teachers’ preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

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

**Success criteria**

**Key messages**

* 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 boys and girls.

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**

**(a) Roles and Responsibilities**

The Principal will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings

The plan be monitored and evaluated every two years end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan

* Teachers
* Pupils
* Parents
* Post holders
* BOM/DES Inspectorate

**Ratification and Communication**

The PE plan has to be ratified by the Board of Management and parents can inspect the plan in the school office.

Ratified by the Board of Management June 2017

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To be reviewed June 2019

1. Page 2, PE Curriculum, 1999 [↑](#footnote-ref-1)
2. Page 43, PE Teacher Guidelines [↑](#footnote-ref-2)
3. Pages 43,44, PE Teacher Guidelines [↑](#footnote-ref-3)
4. Page 51, PE Teacher Guidelines [↑](#footnote-ref-4)
5. Page 51, PE Teacher Guidelines [↑](#footnote-ref-5)
6. Page 54, Teacher Guidelines [↑](#footnote-ref-6)
7. Page 30, Teaching in Multi-Classes, An INTO report [↑](#footnote-ref-7)
8. Page 29, Teaching in Multi-Classes, An INTO report [↑](#footnote-ref-8)
9. Page 4, PE Curriculum [↑](#footnote-ref-9)