

# St. Joseph's National School



## Physical Education School Plan

### Introductory Statement and Rationale

The Physical Education Plan for St. Joseph's N.S in 2017 in consultation with teachers 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. 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

We seek to assist the children in our school in achieving their potential through the opportunities they receive to physically educate themselves through the strands of the PE curriculum and to promote physical activity through out the school.

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.
- We also endeavour to be inclusive of all children at all times during PE lessons.

### **Strands and strand units**

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the PE Curriculum documents:

- Infant classes pp. 16-23
- First and Second classes pp. 24-34
- Third and Fourth classes pp. 38-46
- Fifth and Sixth classes pp. 48-59
- Aquatics: Junior Infants-Sixth pp.62-64

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 )

## **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

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.

Cool Down

## **Assessment and record keeping**

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
  - Curriculum profiles in physical education – these will be developed by the school at a later stage. We are concentrating on the introduction of the Strands at the moment.
- Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.
  - **Assessment for learning** to provide feedback to children, improve learning and inform practice
  - **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
  - **Assessment as learning** involves teaching the children how to self assess and peer assess.

## Children with special needs

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

### Areas of Difficulty for Pupils with Mild General Learning Difficulties

Potential area of difficulty	Implications for learning	Possible strategies
<ul style="list-style-type: none"><li>• fitness levels</li></ul>	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"><li>• include active warm ups and drills for skills practice</li><li>• vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians</li></ul>
<ul style="list-style-type: none"><li>• listening and responding</li></ul>	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"><li>• keep instruction simple and clear. Students repeat instruction.</li><li>• demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task</li><li>• move to new instruction regularly</li></ul>
<ul style="list-style-type: none"><li>• co-ordination and balance</li></ul>	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"><li>• teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.</li><li>• give good visual demonstrations</li><li>• reaffirm good examples and practices</li><li>• use additional equipment to suit the needs of the student, for example softer balls, larger target</li><li>• provide physical support to student in performing skill, for example, jumping</li></ul>

<ul style="list-style-type: none"> <li>• spatial and body awareness</li> </ul>	<p>There may be safety issues for students engaging in movement exercises.</p>	<ul style="list-style-type: none"> <li>• provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises</li> <li>• use specific body parts in exercises e.g make a shape with the upper part of the body</li> </ul>
<ul style="list-style-type: none"> <li>• left–right orientation</li> </ul>	<p>It may be necessary to include regular exercises with these movements.</p>	<ul style="list-style-type: none"> <li>• include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O’Grady says; Follow the leader</li> <li>• include exercises with equipment using both sides of the body</li> </ul>
<ul style="list-style-type: none"> <li>• behaviour</li> </ul>	<p>This will necessitate the smooth progression of lesson structure with clear instructions.</p>	<ul style="list-style-type: none"> <li>• establish routine format for class and the expectations of desired behaviours</li> <li>• ensure that the student is suitably placed in the class for optimum learning</li> <li>• check that the student is attending by reinforcing and questioning</li> <li>• involve the student where possible in demonstration</li> <li>• encourage the student and assign tasks opportunities for success</li> </ul>
<ul style="list-style-type: none"> <li>• social integration.</li> </ul>	<p>Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student’s interest in particular aspects of the strands.</p>	<ul style="list-style-type: none"> <li>• group student(s) appropriately</li> <li>• use co-operative fun activities regularly</li> <li>• give encouragement and acknowledge good effort</li> <li>• set appropriate skill development level commensurate with students’ ability level</li> <li>• set reasonable targets for co-operative activities (individual and group).</li> </ul>

## General Adaptation Suggestions

Equipment:	Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Vary balls (size, weight, color, texture)
Rules Prompts, Cues:	Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs Allow ball to remain stationary Allow batter to sit in chair
Time:	Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods
Bowling:	Simplify/reduce the number of steps Use two hands instead of one Remain in stationary position
Basketball:	Use various size balls (size, weight, texture, color) Allow travelling Allow two hand dribble Use larger/lower basket

	<p>Slow the pace, especially when first learning</p> <p>If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair</p> <p>Use beeper ball, radio under basket for individual with visual impairment</p>
Soccer/Gaelic:	<p>Use walking instead of running</p> <p>Have well defined boundaries</p> <p>Reduce playing area</p> <p>If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair</p> <p>Use a brightly colored ball</p>
Tennis:	<p>Use larger, lighter balls</p> <p>Use shorter, lighter racquets</p> <p>Use larger head racquets</p> <p>Slow down the ball</p> <p>Use a peer for assistance</p>



### **Exceptionally Able Pupils**

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 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.

### **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 five 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.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- We will enter both boys and girls' teams in inter-school competitions, where appropriate.

- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance.
- Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.
- Identify provision required, as and where necessary, for inclusion of the following
  - Children experiencing any form of disadvantage

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. When organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge each child. The PA will part fund the bus to ensure that the lessons are accessible to all children. The PA will also assist with payment of soccer skills provided in May by a soccer coach.

### **Linkage and integration**

Linkage can take place within physical education across all curricular areas

Gaeilge: cluicí

Maths: Scores, percentages, distances, time

### **Organisational Planning:**

#### **Timetable**

In this school all classes will have two half hour sessions, but with an option to combine these into a one hour slot on occasion.

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside. It is not possible to teach all aspects of the Gymnastics curriculum as we do not have a school hall.

Sep-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun
Games	Athletics	Aquatics	Dance	Athletics
	Gymnastics		Games	Outdoor and Adventure activities

Discretionary curriculum time affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas' – PE being one of the curricular areas.

This school will use its discretionary time for the 6/8 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.

Each year the school will focus on a different strand.

### **Sporting competitions**

The school will endeavour to participate in competitions such as athletics or Gaelic football. It may be necessary to hire a bus which parents will have to pay for or organise lifts from parents. The staff will select the best players for that competition after arranging trials.

### **Code of ethics**

Please see our school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines. If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate

responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.

All coaches will be Garda Vetted prior to working with children.

### **After school activities**

After school activities, might be organised by the school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- 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.

### **PE equipment and ICT**

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the staff and is checked and updated at the beginning of each school year. It is stored in the shed.

Each teacher has a key to the shed and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the Principal as soon as possible. The Principal will also request funds from the Parents Association to purchase PE equipment.

## **Health and safety**

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 have to wear suitable footwear and clothing during a PE lesson. Children will not be allowed inappropriate wear 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 PE lessons, children will normally 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.
- Running activities will not finish at a wall or pole.
- 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.

There will be at least one person on staff with a current First Aid qualification and the BOM will fund the course fees if necessary. The First Aid Kit is kept in the staff room and is restocked regularly with items only recommended by First Aid personnel.

The medical conditions of all children are detailed by their parents/guardians on the school enrolment form.

### **Individual teachers' planning and reporting**

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum.

While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

### **Staff development**

The BOM will endeavour to access current research, reference books, resource materials and websites dealing with PE. The following [www.pcsp.ie](http://www.pcsp.ie) and [www.irishprimarype.com](http://www.irishprimarype.com) have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build it. An inventory of organisations will be drawn up where free resources will be available.

### **Parental involvement**

We will ask all parents to support their children to participate in all strands of the PE curriculum. We will ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit. In order to implement swimming lessons and to partake in school sport, we may need the assistance of parents in a supervisory capacity to dress and undress small children. Teachers will not be responsible for this.

### **Community links**

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. We will also make reference to famous sports people from our community and invite suitable people into the school to talk to the children as long as the content is in keeping with the sentiments of the curriculum. If a local team or individual has had a notable victory, they will be invited in to the school to share the victory with the local children.

The community has also been involved in fundraising for PE equipment for the school.

### **Active School Flag**

The school is wishing to achieve the ASF by self-evaluating their current provision across 3 areas: Physical Education, Physical Activity and Partnerships. We hope to organise an Active School Week Programme and commit to have it as part of our annual school calendar.

### **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 more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

### **Success criteria**

- 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.

The success of this policy will be assessed in 2019 by the teaching staff. The Parents' Association will be consulted regularly.

**Roles and Responsibility.**

Teaching Staff

Board of Management

Parents' Association

**Implementation Date**

April 2017

**Review Date**

June 2020

Ratified by the Board of Management

Signed \_\_\_\_\_ Chairperson, Board of Management

Signed \_\_\_\_\_ Principal

Date \_\_\_\_\_