

PE – Whole School Plan

(March 2015)

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Introductory Statement and Rationale

(a) Introductory Statement

This plan has been reviewed due to the school's participation in Active school Flag 2013-2014. It is also being updated due to a newly structured PE schedule in the school.

(b) Rationale

PE has been taught in John Scottus N.S. since the school began. We now wish to formalise our teaching of PE and plan for it on a whole school basis to ensure all teachers are fully aware and comfortable delivering the entire curriculum in accordance with our school ethos and D.E.S. guidelines.

Vision and Aims

(a) Vision

- We seek to assist the children in our school in achieving their potential.
- We provide a holistic environment to give each child the opportunity to grow and develop to the best of their ability in a safe secure and developmentally appropriate environment.
- We promote the school ethos of Universality, Resilience and Self-Discovery by which the children are encouraged to develop a great understanding of themselves and what they have the potential to achieve.

(b) Aims

1. To develop and maintain good health, fitness, agility, co-ordination and spatial awareness.
2. To develop consciousness of movement by way of directing the attention, i.e. focusing attention on the skill at hand.
3. To foster in the children courage, resilience, self-discovery, confidence, attention and enjoyment of PE.
4. To teach skills, rules and tactics for games with an emphasis on sportsmanship and team spirit.
5. To provide the learning environment for every child to experience, enjoy and succeed so as to reach their full potential and become confident and proficient learners.
6. Qualities to be drawn out:
 - To develop the skills to be a good team player
 - To develop a positive attitude towards winning and losing, i.e. modest in victory and generous in defeat; never to interfere with referees or judges, no matter what the decision, and to accept all decisions openly.
 - As a spectator, to understand and appreciate good play.
 - Sportsmanship and leadership – to be unselfish and always ready to help others to become proficient.

Curriculum Planning

1 Strands and Strand Units:

The content of the PE curriculum has been delineated at five levels: Infant classes, First and Second classes, Third and Fourth classes, Fifth and Sixth classes.

At each level there are six distinct strands: Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics. Within each strand the strand units are similar at every level.

2 Approaches and Methodologies

The teaching of PE in JS will follow a combination of the approaches and methodologies stated in the curriculum:

Direct teaching approach, guided discovery approach and integration.

All teachers endeavour to create situations where they get maximum participation by the children in their class. This is done in a number of ways: Individual, pair, group and team play, Station teaching and using a play area divided into grids.

The Teacher guidelines books offer plenty of exemplars for those who need some further guidance in these areas see ps. 42-101

3 Assessment and Record Keeping

PE teachers will assess children's development regularly and also for Christmas and summer reports.

PE teachers' assessments are on current ability, competence, attitude, enthusiasm, willingness to develop and progress, social and personal qualities, knowledge and understanding, creative and aesthetic development, development of health related fitness, development of safe practices. The assessments will be done at the start of each new section of PE.

Assessments are done through Teacher observation, teacher designed tasks, assessment checklist.

All information gleaned from these assessments help to develop future PE lessons for that particular child and class. This information helps to develop school planning by ensuring the children are supported and reach their potential.

4 Multi-class teaching

Individual and partner work can be facilitated through good communication, good planning and good organisation from the PE teacher. For children of different age groups and who are at different stages of development, having older or more able peers around will assist them through their zone of proximal development. The play area and available space during PE classes is either divided up and used separately, or shared by the multiple groups who are working together in developing new skills.

Follow up activities to a basic lesson include small sided games. These games are designed to practise the skill learned during the lesson but in a more fun and enjoyable way. The main focus is on enjoyment and fun while developing the acquired skill. Another follow up activity is conditioned games, where teams compete against each other in a controlled and non-competitive environment.

When groups are assembled during an activity, they consist of mixed age and mixed ability. This allows the more able and confident children to share ideas and knowledge with the less confident and able children. The less able children can even be chosen to be a leader or captain of a group to help them be more open to and feel more positive about learning. In essence, the children are teaching each other through the guidance of the teacher.

5 Children with different needs

The PE teacher finds out from the class teacher or SNA what the specific needs of the child in question are and in some cases the SNA attends the class to assist the child's participation and their sense of well-being.

Ways in which to encourage these students to participate fully are:

- Drawing them out in a friendly and encouraging way and getting their friends to help.
- Giving them responsibility, feel good roles, tasks, captain leaders, helpers etc.
- Allowing them to know that getting things wrong is part of learning and ?express your lack of ability and the need for the teacher to learn and have them aid the teacher.
- Breaking down the approach into step by step
- Modelling the task.
- Ensuring that they feel welcome and part of the class.

Encourage gifted children by giving them responsibility as a captain, assistant or as a helper to encourage others, getting them to demonstrate, giving them specific challenges within a task, such as using your non dominant foot in an activity and continually challenging them.

6 Equality of participation and access

All children will be treated in an equitable and fair manner regardless of age, ability, sex, religion, social and ethnic background. Children with disability will be involved in all extension activities in an integrated way, allowing them to participate to their potential alongside other children.

Adults interacting with children in sport should do so with integrity and respect for children in their care. They have an overall responsibility to take the steps necessary to ensure that positive and healthy experiences are provided in the context of quality, open working relationships.

Equal opportunities are given to boys and girls to participate in all classes and activities. All boys and girls have equal access to and opportunities to experience all strands of the curriculum.

All boys and girls have equal opportunities to enter competitions.

The PE teacher, in conjunction with the class teacher and SNA, is fully aware of any children with specific additional needs so as to allow them full access to the PE curriculum.

7 Linkage and integration

Many of the broad objectives of PE, such as the development of self-esteem, confidence and initiative, are shared with other subjects. Within physical education it is through learning opportunities provided in the various aspects of movement that the achievement of these objectives can be enhanced. Physical education can be integrated with a number of other curriculum subjects.

Encouraging the children to play certain games at play time can in turn be used during PE sessions; this in turn links in with SPHE where the children learn the concept of fair play and relating to others.

During the aquatics part of the PE curriculum the children again are linking in with SPHE when they learn about “taking care of my body” as well as “safety and protection”.

The children from 2nd class – 6th classes go on overnight educational trips where they have opportunities to experience the outdoor and adventure section of the PE curriculum. While the children are on these trips there is huge emphasis and integration with SPHE. The children have opportunities to learn about themselves, their capabilities, how to care for themselves and others, environmental awareness and safety and protection. These trips also link in with Geography where the children use maps to orientate themselves around the buildings they are in or around their immediate location and further beyond the centre. In addition, the study of the environment, weather and terrain can be undertaken through outdoor activities.

The link with language is very strong in PE as all instructions are given in English, allowing the children to hear and use a varied range of movement vocabulary (verbs, adverbs). The interpretation of directions, descriptions of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities all help to develop and enrich language. The same can be said for the use of Irish during PE. Poetry and literature may be used as stimuli for dance. SESE: The origin of dance music and the history of games and sports can be explored. Local, national and international sports can form the basis for study.

Maths: Opportunities are provided to develop appreciation of shape and balance and to estimate, measure and compare. Results may be recorded, angles may be explored and league tables examined.

Arts education: Non-verbal communication can be developed through gymnastics and dance, linking with activities in the drama lesson. Themes from sporting experiences and outdoor activities can be explored through drama also and may form the springboard for art work. Music can be used for warm-up activities and it complements gymnastics and dance lessons. Art work can inspire ideas for dance and dance movements and themes may be interpreted in a variety of visual arts media, e.g. drawing, painting, clay and costume design. National tunes for sporting occasions can be explored, as well as folk songs or campfire songs during outdoor activities.

Organisational Planning:

8 Timetable

JS considers sport to be an important part of the school curriculum. As a result of the school's longer day, the children get more P.E. than the standard hour. The children can get up to 3 hours a week at all levels. Aquatics are an important part of the curriculum and each class attends swimming lessons for a minimum of one term throughout the year.

The school has a policy of class educational trips for the children from 2nd class – 6th classes. This allows all the children to cover a huge amount of the strand units within the strand outdoor and adventure activities. These trips take place in the summer term.

The school has facilitated an "Active School Week" and we endeavour to have it as an annual event.

9 After school activities

Further opportunities within a co-curricular programme are provided in the form of after-school clubs / lessons which include GAA, football and soccer. Children also are members in a wide range of other clubs outside of school which include athletics, swimming, karate, and dance clubs to mention but a few.

All material and content used in extracurricular clubs / lessons taught by the schools PE teacher and sports teachers that work with the school are displayed and demonstrated in accordance with the Primary School Curriculum.

3rd – 6th classes are entered into the Cuman na mBunscol 'Go Games' and leagues every September where games are played both in and outside of school hours.

5th & 6th class participate in Fit Club that is run by the secondary school PE teachers and we will endeavour to continue this into the future.

Friendly matches / games are arranged throughout the school year with other surrounding schools. The sports include Gaelic, Soccer, and Hockey. 3rd – 6th?

Afterschool activities run Monday to Friday for junior infants to Fourth class. During this time the children take part in child led activities such as games and free play that is designed by them and supervised by the PE teacher. The children also get time to practice skills learned during PE lessons.

10 PE Equipment and ICT

There is an inventory of all PE equipment and resources available to the school and there are checklists that are used twice a year to ensure the stock is there and/or replenished. When equipment is replenished it is done so centrally on behalf of the whole school by the dedicated sport teachers. All the equipment that is held for PE is relevant to what is covered in the PE curriculum.

There is a large inventory of materials and resources available for the school staff to use in relation to PE. There are numerous books and CD's on many areas of the PE curriculum to help teachers further develop their class.

All these materials are kept in the Primary School Staffrooms.

11 Health and Safety (*Refer to school's Health & Safety Policy*)

Any facilities being used, i.e. the yard, the secret garden, Herbert Park, should be inspected and assessed by the PE teacher before use. Any safety issues that exist need to be either removed or made safe by the PE teacher before the lesson commences.

Awareness of space should be made apparent to the pupils before any activity commences, and frequent reminders should be given throughout the class. An adequate warm-up and cool-down should be performed at the beginning and end of each lesson by the PE teacher to ensure the pupils do not sustain any injuries, as well as to promote good practice.

All use of equipment should be shown and demonstrated to the pupils before they attempt to use it.

All members of staff should be first-aid trained and should aspire to attend regular refresher courses throughout the year.

All staff members should be made aware of, and regularly be reminded of any children who have medical conditions. This can be achieved best through good communication between teachers, parents and the principal. Such medical issues include asthma, allergies and any condition the PE teacher should be made aware of. ?

Administration of medicine to pupils is to be permitted by?to teachers, with permission from parents and principal, in case of an emergency.

Accident report form

In the event of an accident or injury occurring, the teacher must fill out an accident report form to document the events which took place. This form includes such details as name, date, cause and teacher's signature.

School trips

Before a class can be taken on a school trip or outdoor adventure the school principal must approve this by way of signing off on an off-site approval form. This form includes such details as what class is going, where they are going, and what staff members will be present.

Swimming

See swimming safety policy

School bus

See school bus policy

12 Individual Teachers' Planning and Reporting

It is the responsibility of each individual teacher to include PE plans in their plans for the year. Though for many classes in John Scottus the teacher does not teach sport it is very important that they have a copy of the plans so as to be aware of what their class is covering during PE sessions. It is also very important because if the PE teacher is absent, the class teacher can then continue on covering the curriculum or be able to inform substitute teachers of their class's development.

The sports teacher writes a report for each individual student both at Christmas and summer, which goes to the parents. The class teacher meets the parents once a year and any points that need to be raised in relation to PE are discussed then.

13 Staff Development

Teachers are made aware of all PE equipment, resources, materials and suggested websites. These are displayed in the staffroom.

The responsibility of researching new methodologies should lie with each individual teacher, however, sharing ideas and knowledge within the staff should be encouraged. Demonstrations and opportunities to try out new equipment should be carried out by the school's PE teachers.

Available PE courses should be monitored and teachers made aware of these courses. Encouragement should be displayed from all teachers in regards to attending such courses. Teachers that do attend these courses, have the responsibility of sharing the expertise acquired with fellow staff members. This will help strengthen the school's pedagogical approach in relation to physical education.

Such ways of sharing information and knowledge should include emails, information on the staff-room notice board, conversations through one-on-one meetings and whole school staff meetings.

Time is allocated at each monthly staff meeting to discuss all matters relating to physical education. Here teachers can share ideas, raise awareness to any issues, and announce dates of upcoming courses or workshops.

Teachers can avail of external expertise by way of local sports development officers coming in to do lessons/workshops. These situations can be used, by teachers, to up-skill or refresh a specific sport or skill. Also, if a teacher has no previous expertise in a certain sport or skill they should look to use this opportunity to gain expertise in that area to bring forward in their teaching. They should then share any knowledge learned with fellow staff members.

14. Parental Involvement

Parental involvement in John Scottus has gone from strength to strength over the years with parents helping teachers for extracurricular activities, going to and from events, helping to set up events and taking responsibility for teams.

Parents can help by coming on class outings, helping to transport children to PE and sporting events, taking charge of a team and assisting at sports' day.

Parents are informed at the start of the year of certain strands that will be covered throughout the year. Parents are invited to view children's achievements in PE.

15. Community Links

Local clubs within the community that work with the school discuss with the school's PE teacher to planning, progress, and curriculum?. The curriculum that is used by these clubs should link in with the Primary School Physical Education Curriculum. Skills such as sending and receiving, travelling, passing and understanding and appreciation of games are to be included.

Sports' development officers within the local community that work with the children are also available to help up-skill and teach the staff both new and existing information. This will help the staff keep up to date with new and fresh ideas for teaching. It is the responsibility of the staff to ensure a positive professional relationship is built between them and the members of the outside club / community group.

Places of interest for the children to visit which promote appreciation of PE should include parks, outdoor adventure centres, swimming pools, and local sporting clubs. Where possible, children are to be brought to sporting events such as matches or sporting facilities in order to help develop a greater appreciation and understanding of certain aspects of PE. For example, such facilities would include Croke Park, RDS or the Aviva Stadium.

The PE teacher, as well as other members of staff should try to keep in contact, either by email or phone, with other members of staff in surrounding schools. This will help build a community group environment and add to the positive experience of working with other schools in the local community.

Success Criteria

We will know that the plan is being implemented as the teachers' plans will reflect what is laid out in this whole school plan. We will be able to see the schedule of games set out in the monthly schedule being implemented in PE sessions. Teachers will be able to plan more easily as they will know what PE games and skills are to be implemented during each month.

As this plan is a new plan we will wait for it to be implemented and then answer the following points at the next review.

Has the plan achieved its aims? What are the indicators? (Refer to Aims)

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
- Has the plan promoted the key considerations when implementing a programme of Physical Education?
- Has the plan promoted:
 - 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
 - provided opportunities for achievement for each child
 - provided activities equally suitable for girls and boys

Review

The PE Whole School Plan will be reviewed annually during the month of June by the PE teachers and plan co-ordinator. At the staff meeting in June teachers will be asked for feedback on PE for that academic year. All this feedback will in turn be given to the Principal who will in turn give feedback to BOM.

Ratification and Communication

Ratification by Board of Management.

Whole School PE Plan - Dance

Dance Class

1. Centring and breathing
2. Warm up, limbering, stretching, isolations, leg stretching (Point flex exercise)

3. Space making, shape making, movement exploring
4. Walks, skips, jumps, turns, stillness, balance, kicks, fun movement games to music, exploring ranges of movement, co-ordination routine to develop motor skills and build on repertoire
5. Energetic routine
6. Duets covering creativity, performance, exploring movement tasks, problem solving. Class appreciation, class feedback, and aesthetic appreciation.
7. Cool down, relaxation, breath, centre.