

## Setanta School P.E. Plan

### **Introductory Statement and Rationale**

#### **(a) Introductory Statement**

The PE plan for Setanta was formulated by the principal and teaching staff. The plan has been approved by the teachers, 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<sup>1</sup>. 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 through the opportunities they receive to participate in activities drawn from the strands of the P.E. curriculum. We also seek to encourage children to lead active healthy lives by encouraging physical activity throughout the school

#### **(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.

The Broad objectives of the PE curriculum<sup>2</sup> have been considered.

**Additional aims that relate to the context of our individual school:**

**The development of inclusive activities at all times in every lesson**

### **1. Strands and strand unit**

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Page 2, PE Curriculum, 1999

Pages 11,12, PE Curriculum, 1999

- Each teacher will make him/herself familiar with the curriculum objectives for his/her class
- The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources will be collated and distributed to each teacher by the post holder see appendix 2
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be addressed at swimming every week.

We will endeavour to create a P.E. rich environment in the school through the compilation of Suitable Videos, DVD's, CDs, Websites, Posters, Photographs, Newspaper cuttings etc.

These will be used to raise children's awareness of various forms of physical activity and as a way of developing an understanding and appreciation of the strands of the curriculum

- 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 Míósúil )

## **2. 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 P.E. lesson:**

Warm Up      pulse raising activities stretches and mobility exercises

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 to ensure all children will be involved

Cool Down: slower activities to reduce heart rate and prepare children for their return to the classroom

### 3. Assessment and record keeping

The School's Assessment & Record Keeping Policies are available in the school office. (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
  - Curriculum profiles in physical education may be used as they become available
- 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. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running
- The assessment criteria used for each activity forms part of class and school planning.
- Our school policy on record-keeping (in Plean Scoile) informs practice on:
  - What is recorded, the maintenance of school records and access to same.
  - The practice of sharing information with children/parents/colleagues

#### 4. Children with special needs

- All of the pupils in Setanta have a diagnosis of ASD as well as having learning difficulties. 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.

#### **SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES<sup>3</sup>**

Potential area of difficulty	Implications for learning	Possible strategies
• fitness levels	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>
• listening and responding	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>
• co-ordination and balance	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>
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<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>
• left-right orientation	It may be necessary to include regular exercises with these movements.	<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>
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<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>
• social integration.	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.	<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>

- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

## General Adaptation Suggestions

### Equipment:

Larger/lighter bat  
Use of velcro  
Larger goal/target  
Mark positions on playing field  
Lower goal/target  
Scoops for catching  
Vary balls (size, weight, color, texture)

### Boundary/Playing Field:

Decrease distance  
Use well-defined boundaries  
Simplify patterns  
Adapt playing area (smaller, obstacles removed)

### Time:

Vary the tempo  
Slow the activity pace  
Lengthen the time  
Shorten the time  
Provide frequent rest periods

### Basketball

Use various size balls (size, weight, texture, color)  
Allow travelling  
Allow two hand dribble  
Use larger/lower basket  
Slow the pace, especially when first learning  
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair  
Use beeper ball, radio under basket for individual with visual impairment

### Soccer

Use walking instead of running  
Have well defined boundaries  
Reduce playing area  
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair  
Use a deflated ball, beeper ball, brightly colored ball  
Use a target that makes noise when hit

### 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  
Place student with disability near teacher

### Actions:

Change locomotor patterns  
Modify grasps  
Modify body positions  
Reduce number of actions  
Use different body parts

### Bowling

Simplify/reduce the number of steps  
Use two hands instead of one  
Remain in stationary position  
Use a ramp  
Use a partner  
Give continuous verbal cues

## Volleyball

Use larger, lighter, softer, bright colored balls  
Allow players to catch ball instead of volleying  
Allow student to self toss and set ball  
Lower the net  
Reduce the playing court  
Stand closer to net on serve  
Allow ball to bounce first  
Hold ball and have student hit it

## Tennis

Use larger, lighter balls  
Use shorter, lighter racquets  
Use larger head racquets  
Slow down the ball  
Lower the net or do not use a net  
Use brightly colored balls  
Hit ball off tee  
Allow a drop serve  
Stand closer to net on serve  
Do not use service court  
Use a peer for assistance

- Children with exceptional ability/talent for P.E. 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/children 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**

*(Refer to school's Equality Policy).*

- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.
- 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.
- 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 Scoil na Mainistreach not to charge for in-school curricular activities. However, 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 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:
  - Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.
  - Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance. Mathematical concepts in fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.
- Language:
  - The effective use of ICT will create opportunities for pupils to discuss and talk about their own and others' performance in PE.
  - For example, in the Gymnastics strand, peer use of a digital camera will show children what they look like when holding a balance. This will enhance the possibility of the child achieving better quality movement in the future as they have a better image of what they need to do.
  - The effective use of questioning from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them understand and appreciate the activities of PE better and thus physically educate themselves in a more meaningful way – as opposed to something that just happens with time.

## **Organisational Planning:**

### **8. Timetable**

In this school each class has their own P.E. time as well as P.E. time with the part time P.E. Teacher.

Below is an example of the grid used for all classes.

The Outdoor and Adventure activities are done at a time when it is hoped the weather will be fine and will allow the P.E. lessons to be based outside.

September-October	November-December	January-March	April-June
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor and Adventure activities
		Games	Athletics

September-October	November-December	January-March	April-June
Games	Dance	Aquatics	Games
Athletics	Gymnastics	Gymnastics	Athletics
Aquatics	Aquatics	Dance/Games <b>Active School Week</b>	Outdoor and Adventure activities Aquatics

The school will also use the P.E. lesson plans prepared by the Primary School Sports Initiative.

- The school will facilitate an “Active School Week” whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the P.E. curriculum as possible.

## 9. Code of ethics

*(Refer to school’s Child Protection Policy based on the Department of Education and Science guidelines accompanying the ‘Children First’ guidelines.*

*Also refer to SPHE plan; Code of Ethics, Good Practice for Children’s Sport)*

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their P.E. class, they will be used to support the class teacher in the implementation of some of the P.E. 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.

- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. ‘Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. 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. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general’<sup>4</sup>
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a P.E. class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the ‘Children First Guidelines’ produced for all personnel working with children.

### **10. After school activities**

After school activities may 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 P.E. curriculum of the school.

The school organises a sports day where parents/community/others can be invited to view children’s P.E. activities and encourage them to participate.

### **11. PE equipment**

- Our school has a detailed inventory of equipment and resources available for P.E. This list is compiled by the post holder for P.E. and is checked and updated at the beginning of each school year.
- It is stored in three storage areas. The store rooms are opened each morning 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 post holder as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The post holder, in consultation with the Principal and the staff, will have the responsibility to purchase the P.E. equipment for the school and to apply for equipment from different organisations who give free equipment to schools
- The BOM, on the recommendation of the Principal (informed by the P.E. post-holder) will sanction a budget for updating of P.E. equipment annually - subject to funds being available. At present, there is no dedicated P.E. grant. The Principal will also request additional funds from the Parents Association.

### **ICT**

- In order to ensure a P.E. rich environment, the school has a dedicated P.E. information board where school and local events will be advertised. The use of
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the school's digital camera will be vital in recording P.E. activities. The display of these pictures on the notice board will give an opportunity to children to see themselves and others in action.

- The use of the digital camera as a diagnostic tool for teacher is extremely valuable as children can view their own performances while still involved in a P.E. lesson. They can make immediate changes to the quality of their movements which in turn will enable them assess themselves in a more meaningful way. For example, this is particularly true when investigating the theme of balance in the gymnastics strand. Use will also be made of a digital video camera from time to time to enable children view their performance of certain activities in the P.E. classroom. The teachers will initiate discussion of same with the pupils and field any questions the child may have as to how the quality of their performance could be enhanced.
- Microsoft Office, Digital Camera software, Publishing Software will be necessary in the school and most of the software is loaded on the school computers.
- All internet usage follows the strict guidelines laid down by the school in our Internet Usage Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to children being referred to them and much of the websites will be visited by the teacher and shown to the children through a data projector.

## **12. Health and safety**

(Refer to school's Health & Safety Policy)

Issues identified as being health and safety issues in a P.E. 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 P.E. 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 wear any jewellery during a P.E. 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 P.E. equipment safely
- In all P.E. 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 P.E. 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 P.E. lesson

- Children will not be forced to do activities they are not physically or mentally ready for.

There are a number of people on staff with a current First Aid qualification. The First Aid Kit is kept in the Nurses Station and is restocked regularly with items only recommended by First Aid personnel. Other portable kits are also available when children are participating in P.E. outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. These are then transferred to a central file and any cases teachers need to be vigilant of are also kept in a separate book in the staffroom in order that the teachers have immediate access to information on the conditions and resulting procedures to be followed. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form.

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

The whole school plan and the curriculum documents for P.E. 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 P.E. plan to their 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.

Teachers will plan based on the strands as outlined on the yearly timetable in Section 8 and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34-35 Teacher Guidelines*)

The Cúntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cúntas míósúil have been evaluated it should be obvious to the staff which elements of the curriculum are being implemented and which strands need more attention.

### **14. Staff development**

The Post Holder will take responsibility for monitoring developments in P.E. current research, reference books, resource materials and websites dealing with P.E. [www.pcsp.ie](http://www.pcsp.ie) and [www.irishprimarype.com](http://www.irishprimarype.com) have definite links to the curriculum and P.E. in Ireland.

The school has a library of relevant resource material which will aid the teachers in their development and implementation of the P.E. curriculum and we endeavour to build it. An inventory of organisations will be drawn up where free resources will be available.

### **15. Parental involvement**

We will ask all parents to support their children to participate in all strands of the P.E. curriculum. We will ask parents with recognised areas of expertise in the area of P.E.

and/or Sport to support us in our efforts if their talents will be of benefit. At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the P.E. curriculum at an information session for parents and stress the difference between P.E. and sport and encourage them to become involved in our Active School Week or any initiative we will organise. We will encourage sporting endeavour at all times.

## **16. Community links**

Glenalbyn Swimming Pool and Crumlin Swimming Pool are utilised every week by different classes.

All the pupils and staff travel on designated buses for this purpose.

### **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

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

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## **Implementation**

### **(a) Roles and Responsibilities**

The P.E. post holder 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.

The following will be consulted in appraising the P.E. plan

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

### **Ratification and Communication**

The P.E. plan has been ratified by the Board of Management and parents can inspect the plan in the school office.