

**Scoil Íosagáin**  
**Whole School Plan for**  
**Physical Education**  
**(PE)**

## ■ Title

### Scoil Íosagáin – P.E.

## ■ Introductory Statement and Rationale

### (a) Introductory Statement

Principal and teachers of Scoil Íosagáin formulated a physical education policy during an in-service planning day. The plan has been reviewed and updated by all staff in February 2015.

### (b) Rationale

Physical Education provides children with unique learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

This plan to date is a record of whole school decisions in relation to P.E. in line with the primary curriculum 1999. It is intended to guide teachers in their individual planning for P.E.

## ■ Vision and Aims

### (a) Vision

We the staff of Scoil Íosagáin strive to ensure that physical education will provide the children of our school with learning opportunities through the medium of movement which will encourage them to respond to challenges of the mind and body, to participate, to compete and to cooperate.

Our pupils will learn to relate to and communicate with each other and will develop self-esteem and confidence.

They are encouraged to develop initiative and leadership and to acquire positive attitudes towards physical activities. They are helped make informed decisions concerning a healthy lifestyle.

We seek to assist the children in our school in achieving their potential in the Primary School Curriculum area of Physical Education through the following 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 as set out in of the PE curriculum

- To promote the physical, social, emotional and intellectual development of the child through physical activity.
- To develop positive personal qualities through physical activities.
- 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 to use the body as an instrument of expression and creativity.
- To promote enjoyment of and to create positive attitudes towards, physical activity and its contribution to life-long fitness, thus preparing the child for the active and purposeful use of leisure time.

## ■ Curriculum Planning

### 1. Strands and Strand Units

#### 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.

#### PE rich environment

- We will endeavour to create a PE rich environment in the school. We make use of the space we have by encouraging the children to partake in a range of games and activities such as Gaelic football and hurling skills and lunchtime leagues, soccer, basketball, skipping and 'Super Troopers'
- 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

## Infants

Strand	Strand Unit	Activity
Athletics	Running	Sprint to 20 metres Pair and team relay Non-competitive walking and jogging
	Jumping	Skipping
	Throwing	Under arm throw
	Understanding and appreciation of Athletics	Talk about movement and rules for athletes
Dance	Exploration, creation and performance	Travelling and moving in space Create and perform a simple dance i.e animal dance Respond through movement to various stimuli Develop pose, balance and co-ordination
	Understanding and appreciation	Interrupt a mood or motion observed in movement
Gymnastics	Movement	Practise rocking and rolling Develop body awareness Develop basic movement actions Begin work with a partner
	Understanding and appreciation	Talk about movement
Games	Sending, receiving and travelling	Roll ball to partner Kick ball to partner Carrying a beanbag Bounce a ball on a racket
	Creating and playing games	Create and develop games in pairs Play simple playground games
Outdoor and Adventure activities	Walking	Short walks Treasure hunt
	Orienteering	Following directions on school grounds
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment

## First and second class

Strand	Strand Unit	Activity
Athletics	Running	Sprint to 30 metres Pair and team relay –passing with right and receiving with the left Non-competitive walking and jogging Hurdling
	Jumping	Skipping Practise the standing jump for distance and height
	Throwing	Under and over arm throw
	Understanding and appreciation of Athletics	Talk about movement and rules for athletes Understand pace and measure an achievement
Dance	Exploration, creation and performance	Develop greater range of movement to include turning Travelling and moving in space using directions Create and perform dances showing a clear beginning, middle and end Respond through movement to various stimuli Develop poise, balance and co-ordination while moving and stopping Show sensitivity in movement to rhythm
	Understanding and appreciation of dance	Interrupt a mood or emotion observed in movement Identify the sections of a dance as beginning, middle and end
Gymnastics	Movement	Practise rolling, turning, twisting and stretching Develop body awareness Develop basic movement skills Develop work with a partner to include following a partner sequence Show control in take off and flight (bend knees)
	Understanding and appreciation	Talk about movement

Games	Sending, receiving and travelling	<p>Chest passing and bounce passing</p> <p>Receive pass at various heights</p> <p>Kicking ball to partner using inside instep and outside of foot</p> <p>Controlling a ball using inside of instep and outside of foot</p> <p>Striking a ball against the wall</p> <p>Bouncing a ball against the ground while using a racquet</p> <p>Keeping the ball off the ground using body parts above the waist</p>
	Creating and playing games	<p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games for example bench ball, soccer and basketball.</p> <p>Playground games for example 'What time is it Mr. Wolf?' Rats and Rabbits, Frost and Sun etc.</p>
	Understanding and appreciation of games	<p>Develop control and movement skills relevant to games</p> <p>Develop understanding of the use of space</p>
Outdoor and Adventure activities	Walking	<p>Short walks</p> <p>Treasure hunt</p>
	Orienteering	<p>Following directions</p> <p>Find objects by following a simple plan</p>
	Outdoor challenges	Adventure trails
	Understanding and appreciation	<p>Develop appreciation of and respect for the environment</p> <p>Discuss safety aspects of activities undertaken</p>

### Third and Fourth Class

Strand	Strand Unit	Activity
Athletics	Running	<p>Sprint to 60 metres</p> <p>Pair and team relay –practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line.</p> <p>Non-competitive walking and jogging from 30 seconds to three minutes.</p> <p>Hurdling, run a distance of 30 – 40 metres over evenly spaced hurdles (30-40 cms high)</p> <p>Practice technique of hurdling.</p>
	Jumping	<p>Skipping</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot.</p> <p>Practice jumping for height over an obstacle (approx 40cms)</p>
	Throwing	<p>Under and over arm throw</p> <p>Develop the over- arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p>
	Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics</p> <p>Understand pace. Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p>
Dance	Exploration, creation and performance	<p>Develop greater range of movement to include turning</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform dances showing a clear beginning, middle and end</p> <p>Respond through movement to various</p>

		<p>stimuli</p> <p>Show increased poise, balance and co-ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. lonsaí na hInise.</p> <p>Perform to music showing a sensitivity to rhythm changes and phrasing.</p>
	Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the sections of a dance as beginning, middle and end.</p> <p>Observe, describe and discuss own dance and dance of others.</p>
Gymnastics	Movement	<p>Create and perform sequences of movement to develop body awareness</p> <p>Develop basic movement skills</p> <p>Produce and perform a sequences with a partner on the floor.</p> <p>Show increased control in take off and flight and landing (bend knees).</p>
	Understanding and appreciation	Talk about movement
Games	Sending, receiving and travelling	<p>Develop and practice a range of ball handling skills using round and oval large and small balls.</p> <p>Picking up a stationary or moving ball into the hands using the foot.</p> <p>Dribbling a ball around obstacles.</p> <p>Passing and shooting the ball at a target.</p> <p>Kicking ball on the ground or in the air and moving into a position to receive a pass.</p> <p>Kicking ball to partner using inside instep and outside of foot</p> <p>Controlling a ball using inside of instep and outside of foot</p> <p>Striking a ball against the wall using over arm.</p> <p>Striking a ball using racquet and hand (over-arm and under-arm)</p> <p>Fisting ball through the air to a partner.</p>



	Creating and playing games	Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games
Outdoor and Adventure activities	Walking	Short walks Treasure hunt
	Orienteering	Identify symbols for familiar features on a map of a familiar area. Undertake a star orienteering activity. (completing one task at a time)
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors.

## Fifth and Sixth Class

Strand	Strand Unit	Activity
Athletics	Running	<p>Sprint up to 70 metres</p> <p>Practice reaction sprints.</p> <p>Practice standing start</p> <p>Practice shuttle sprints (repeat sprints) over a distance of 30 metre.</p> <p>Pair and team relay –practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line running a distance up to 50 metres approx.</p> <p>Non-competitive walking and jogging from 30 seconds to five minutes.</p> <p>Hurdling, run a distance of 40 – 60 metres over evenly spaced hurdles (40-50cms high)</p> <p>Practice technique of hurdling.</p> <p>Run a distance of 150 metres approx. Over unevenly spaced hurdles (30cms high approx).</p>
	Jumping	<p>Skipping activities</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot and landing on two</p> <p>Practice jumping for height over an obstacle (approx 50 – 60cms)</p>
	Throwing	<p>Under and over arm throw</p> <p>Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short, fast approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p>
	Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics</p> <p>Develop a better understanding of speed, strength, control and co-ordination.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p>

		<p>Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities.</p> <p>Begin to acquire an understanding of training to prepare for performance in selected track and field events.</p>
Dance	Exploration, creation and performance	<p>Create and perform a more complex range of movement.</p> <p>Communicate through movement a range of moods or feelings.</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform longer and more complex dances with clear dance forms.</p> <p>Choose and respond with increasing sensitivity to a broader range of stimuli.</p> <p>Show increased poise , balance and co-ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. 'lonsaí na hInise'.</p> <p>Explore and experiment with costumes and props to enhance creation and performance of dance.</p> <p>Learn and perform a range of steps and movements to rhythms and musical phrases.</p> <p>Perform dances, showing concentration and awareness of others.</p>
	Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the techniques used in a dance and the form of the dance.</p> <p>Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.</p> <p>Observe, describe and discuss own dance and dance of others.</p>

Gymnastics	Movement	Produce and perform more complex sequences of with a partner on the floor. Produce group sequences. Show controlled take off, flight and landing. Improve quality in body performance, notably in extension, body tension and clarity.
	Understanding and appreciation	Talk, observe and describe movements. Become aware of local organisations and clubs that promote gymnastics.
Games	Sending, receiving and travelling	Practice skills previously experienced. Develop further and extend ball handling skills. Develop further and extend kicking skills. Develop further and extend carrying and striking skills.
	Creating and playing games	Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games
Outdoor and Adventure activities	Walking	Short walks around school and town. Develop range of cycling skills.
	Orienteering	Find controls on the school site using a map or plan. Undertake a memory star orienteering activity (completing one task at a time) Undertake point to point orienteering activity (control card/collect information). Undertake score orienteering (score values, controls given score values).
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors.

## Aquatics – Junior Infants to 6<sup>th</sup> Class

Strand unit	Activities
Hygiene	Appreciating the importance of hygiene when using the pool.
Water safety	Observe the rules of the local pool for example follow instructions of Life Guard and signs.  Recognise hazards of water  Identify correct procedure for dealing with hazards.
Entry to and exit from the water	Follow correct procedure for entering the water  Follow correct procedure for climbing out of water
Buoyancy and propulsion	Walk in shallow water  Jump, sidestep or run across the pool.  Observe that some objects float and some objects sink  Practise balance, rotation and recovery exercises with and without float.  Explore use of arms and legs to travel in water.  Glide forward or backwards along the surface in a stretched position and glide to the bottom of the pool.
Stroke development	Develop a selection of swimming strokes

Water based ball games	Participate in pair and group play
Understanding and appreciation of aquatics	<p>Understand basic hygiene procedures</p> <p>Appreciate the dangers of water</p> <p>Understand how to stay safe in water</p> <p>Develop an increased understanding of floatation</p> <p>Develop an appreciation of the freedom of movement in water</p> <p>Extend knowledge of swimming strokes</p> <p>Discuss a wide range of aquatic activities</p> <p>Become aware of local organisations and clubs that promote aquatics.</p>

## 2. Approaches and Methodologies

We will use a combination of the following approaches:

- Direct teaching approach - teaching a specific skill such as “the handpass” in Gaelic football
- Guided discovery approach - children creating their own sequence in dance
- Integration - 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 - younger children and children with special needs will need more individual attention
- Station teaching - groups moving around different stations and having one teaching station
- Using a play area divided into grids - groups of children stay in grids and the activities within the grids are differentiated to suit the particular group of children

## 3. 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.

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

#### **4. Multi-Class Teaching**

In these situations, provisions should be made to suit and challenge the different stages of development of children within the group. This can be achieved by setting individual, partner or small group tasks through the medium of station teaching. Follow up activities to a basic lesson can be introduced where one group has an opportunity to practice again what was covered in the basic lesson, while the other group moves ahead and develops the skill further.

#### **5. Children with Different Needs**

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. 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.

Children with exceptional abilities or talent will be encouraged with additional challenges of speed, distance and accuracy

#### **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
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- All children will have equal opportunities to enter competitions and extra-curricular programmes.

In line with DES recommendations, it is the policy of Scoil Íosagáin not to charge for in-school curricular activities

#### **7. Linkage and Integration**

Our teachers have discussed the great potential for integration of PE with many other curriculum areas, and have agreed to plan their work accordingly. Each teacher plans and organises to integrate other subjects into their own class preparation.

The areas identified for integration include:

- Gaeilge: cuid de na treoracha as Gaeilge, ceisteanna a chur, foclóir a bhaineann le cluichí éagsúla agus lúthchleasaíocht a úsáid.
- Oral language development: interpretation of directions, descriptions of movements,

discussion of rules, talking about their own and others' performance in PE, writing and telling of experiences in sport and outdoor activities; poetry, rhymes and literature to be used as stimuli for dance--such activities enable children to develop a vocabulary for discussing and critiquing PE activities

- **Mathematics:** appreciation of shape and balance; opportunities to estimate, measure and compare; recording results, exploring angles, examining league tables, understanding directions, counting on and back; shape and space—spatial awareness.
- **SESE:** Development of geographical skills such as using maps, study of the environment, origin of dance music, history of games and sports. Science: movement of the body—joints, muscles, bones, etc
- **Drama:** exploration, creation and performance of dance
- **Music:** listening and responding to music, performing—song-singing with actions.
- **SPHE:** Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health - complements the strand unit Taking care of my body. Engaging in outdoor activities, links with strand unit Environmental awareness and care. Games and athletics provide opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play, connecting with the strand unit Relating to others
- **Visual Arts:** Art-work may be used as a stimulus for dance.

## ■ Organisational Planning

### 8. Timetable

	Sept – Oct	Nov – Dec	Jan – Feb	Mar - Apr	May - June
All Classes	Games	Gymnastics	Dance	Aquatics & Athletics	Athletics & Outdoor Adventure activities

### **Organisation of a the Physical Education Lesson**

The physical education lesson needs to be carefully planned to ensure effective organisation. All lessons should be organised to encourage maximum participation by the child. This can be achieved in some instances by carefully planned whole class activity, but very often it is more effective to divide children into groups. Some methods for group work are outlined below.

#### **Individual, pair, group and team play-**

Teachers need to plan for children to work alone or with others, co-operatively and competitively. At infant level, most activities will be undertaken firstly by an individual child which can then be developed into partner work. Small group work in first and second classes enhances co-operative skills in preparation for team play that can be used from third to sixth class. At all times, activities should be appropriate to the individual needs of the child.

#### **Station teaching-**

The use of 'stations' is appropriate in teaching games, gymnastics, outdoor adventure activities, athletics or aquatics. This is a framework which allows maximum numbers of children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time. The children are divided into groups- each group practising a different skill/activity and then they rotate after a certain period e.g. – after three minutes.

#### **Using play areas divided into grids-**

This method for organising a class lesson is useful for games teaching, especially for third to sixth classes. The area is divided into grids (approx 8m by 8m) with cones or markers to define each grid. Individual, pair or small group skills/activities can be practised using this method.



### **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

### **9. Code of Ethics**

At times outside coaches are used to support the teacher in the implementation of some of the PE curriculum in the school. Our Code of Ethics ensures that procedures and good practices are used at all times e.g. use of appropriate language and behaviour by the coach. The teacher stays with the coach at all times, actively supporting the coach by teaching with/him her so that the children gain maximum benefit from the PE class.

### **10. Extra Curricular Activities**

- Opportunities are provided for children to participate in and enjoy a variety of extra curricular activities. These include hurling, Gaelic football, and soccer.
- Participation based extra curricular activities offer opportunities to all who wish to partake in these. School representative teams are also catered for in interschool competitions.
- The school organises a sports day in the Summer Term each year where parents/community/others may be invited to view children's PE activities and encourage them to participate. The emphasis here is on fun & participation.
- Children are encouraged to play games and practice skills during break-time – Lunchtime Leagues
- In the spring/summer term the school organises an outdoor walking trip to suitable locations in the locality in conjunction with the local walking club.
- Our school enters teams in Cumann na mBunscoil competitions: girls' and boys' football, camogie, hurling, Sports Quiz, etc. Our extra-curricular programme of competitive activities always reflects the aims and objectives of the P E curriculum.
- We endeavour to include outdoor, orienteering and other sports activities on our school tours.

### **11. PE Equipment and ICT**

There is an inventory of equipment and resources available for PE. In compiling this, we referred to pp.104-105 of Teacher Guidelines and know that it is appropriate for the PE curriculum. This equipment is stored safely and available to all teachers. A copy of the list of resources is available to all teachers. Additional equipment may be purchased by individual teachers after consultation with

the Principal.

ICT is used to supplement and research specific areas within the PE curriculum as children complete units of work. E- mail is used to contact other schools and sporting groups. C D roms with P E themes are included in our school resources (see Appendix B). The internet contains a wealth of knowledge and information on many aspects of sport. The history of sports, pictures of sports personalities and venues, and results of sports events are obtained on-line. The GAA web-site is used to supply information on the history of Gaelic games and national games activities. ICT programmes such as 'Word' and 'Paint' are used for advertising PE events.

## **12. 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.
- 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.

## **13. 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, set out in the 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 very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.
- Teachers will share with parents information regarding their child's achievements—skill development combined with willingness to co-operate, etc.—at parent/teacher meetings and other suitable times, as arranged.

## **14. Staff Development**

- The school has access to various courses provided by our local education centre. Visiting coaches such as Tom Kennedy (local GAA), Andy Ryan (Mid-Tipperary GDA) and James Scott (Tipperary FAI) will be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved.
- Teachers have access to reference books, resource materials, current research and web-sites

dealing with PE

- School personnel are encouraged to research new methodologies, arrange for demonstrations and given opportunities to try out equipment/resources, and assess whether or not they should be purchased.
- Opportunities to share information and expertise gained at courses will be given at staff meetings and informally.

### **15. Parental Involvement**

- Parents have a responsibility to encourage their children to participate in all strands of the Physical Education curriculum.
- Parents may view the PE policy in the school/on the school website.
- Parent helpers with individual skills may be recruited to assist with the training of school teams and with the supervision of teams.

### **16. Community Links**

- Local clubs and sporting organisations are invited to provide information on the services that they provide. 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.
- The local Upperchurch/Drombane GAA Club provides a hurling coach each Friday for football and hurling skills and also provides equipment for training sessions and lunchtime leagues
- The Tipperary GAA Co. Board assists with coaching and development of children's skills every year. The children take part in training and numerous Blitzes organised by them.
- The local hill walking club in conjunction with the school arranges a sponsored hill walk each spring/summer term

## **■ Success Criteria**

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

This plan is intended to make a difference to the teaching and learning of P.E. in our school. We will know the plan has been implemented by the following criteria:

- Teachers' preparation, planning and reporting is based on this plan;
- Procedures outlined in this plan are consistently followed.

Means of assessing the outcomes of the plan include:

- teacher, parent, and community feedback;
- children's feedback regarding the activity level, enjoyment, and skill development of the classes;
- Inspector's suggestions and reports

## **■ Implementation**

This plan will be supported by the Board of Management and the local community. It will be developed and implemented by the teachers.

The plan will be monitored and evaluated each year.

### **(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 June as the school year nears an 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

**(b) Timeframe**

This reviewed PE policy will be implemented with immediate effect.

■ **Review**

**(a) Roles and Responsibilities:**

- The principal in conjunction with the staff will be responsible for the review of the PE policy .

**(b) Timeframe:**

- This plan will be reviewed in the school year 2020/2021

■ **Ratification and Communication**

This plan was ratified by the board of management on Dec 12<sup>th</sup> 2017  
Date

Signed P. J. Harrington  
Chairperson Board of Management

Signed Alma Quinn  
Principal

This plan will be made available as part of the whole school plan. Each teacher will have a copy of this PE plan. The PE plan is available to parents from the school office/on the school website.