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| **Physical Education Policy** Description: Description: C:\Users\User\Documents\school crest\boolavogue2 with name.jpg |
| **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.  The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective physical education in our school. |
| **Vision**  We envisage that in PE each child will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.  **Aims**  We endorse the aims of the Primary School Physical Education Curriculum (pp 10-12) :   * 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. |
| **Curriculum**   |  |  | | --- | --- | | **Strand :** | **Strand unit:** | | **Games** | **Sending, receiving and travelling**  **Creating and playing games**  **Understanding and appreciation of games** | | **Athletics** | **Running**  **Jumping**  **Throwing**  **Understanding and appreciation of athletics** | | **Gymnastics** | **Movement**  **Understanding and appreciation of gymnastics** | | **Dance** | **Exploration, creation and performance of dance**  **Understanding and appreciation of dance** | | **Outdoor and adventure** | **Walking**  **Orienteering**  **Outdoor challenges**  **Understanding and appreciation of outdoor and adventure activities** | | **Aquatics** | **Hygiene**  **Water safety**  **Entry to and exit from the water**  **Buoyancy and propulsion**  **Stroke development**  **Water-based ball games**  **Understanding and appreciation of aquatics** |   All teachers are familiar with the strands, strand units and content objectives for their class  levels. Curriculum objectives area at the core of each PE lesson, and teachers refer to the  curriculum objectives in their own planning.  The content objectives are laid out on the following pages in the Curriculum Handbook.  Infant Classes pgs.16 – 23  First and Second classes pgs. 24 – 34  Third and Fourth classes pgs. 38 – 46  Fifth and Sixth classes pgs. 48- 59  Aquatics (all classes) pgs. 62 - 64 |
| **Approaches and Methodologies**  We will use a combination of the following approaches   * Direct teaching approach p. 43 * Guided discovery approach pp. 43-44 * Integration pp. 45-49   We will use methods that encourage maximum participation by the child through group work   * Individual, pair, group and team play p. 51 * Station teaching pp. 51-53 * Using a play area divided into grids p. 54   *Structure of a PE lesson:*  Warm Up ------- Main Activity ------- Cool Down |
| **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 report twice a year to children and parents/guardians through parent-teacher meetings and end of year school reports. As per the recent numeracy and literacy strategy, copies of end of year school reports will now be transferred over to second level school or another school if the child transfers earlier than this. Teachers report to relevant staff e.g Learning Support on an ongoing basis. Children may be asked to self-assess and peer assess where appropriate.  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 |
| **Differentiation**  We acknowledge that each individual child has particular needs and all are at different stages of their personal development. We also recognise that for some children, participation in certain strands of the Physical Education curriculum may be problematic because of physical, intellectual or emotional difficulties. Every attempt will be made to ensure that all children experience the richness and breadth of a full Physical Education curriculum. |
| **ICT**  Information and communication technology may be integrated with PE through the use of the Interactive whiteboard, visualisers, digital camera, photo-copier, DVDs ,CDs and the internet. |
| **Organisational planning**  In Boolavogue N.S. each class will receive a minimum of one hour of PE per week and this time may be blocked or divided at each teacher’s discretion. Teachers will have access to the local parish hall located across the road from the school during the winter season and cold weather.  Below is a sample of grid used for all classes  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.   |  |  |  |  | | --- | --- | --- | --- | | September-October | November-December | January-March | April-June | | Games | Dance | Gymnastics | Games | | Athletics | Gymnastics | Dance | Outdoor and Adventure activities | |  |  | Games | Athletics |   Boolavogue N.S. will use its discretionary time for the 8 weeks of the pool-based activities undertaken to facilitate the Aquatics programme in our school - in order to cover the time travelling to and from the pool. The children will attend the Waterside Swimming Pool in Enniscorthy for the duration of the aquatics programme. |
| **Resources**  The following facilities are available to the children and staff for Physical Education.   1. School yard – suitable for ball games, athletics and small sided games 2. School field –suitable for Athletics, Outdoor & Adventure activities and Games 3. Parish hall 4. Waterside Swimming Pool is used for the aquatics strand.   Equipment is attached as an appendix to the Physical Education Plan.  Teachers keep literature, DVDs , CDs, tapes , books and lesson ideas in their own individual classrooms. The school will also use the CD of PE lesson plans prepared by the Primary School Sports Initiative. |
| **Linkage and integration**  Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate.  e.g.Dance with Music  Aquatics/Games with SPHE  Orienteering with Geography  Gaeilge/French (4th-6th) used to give simple directions, counting etc.  Playground games with History |
| **Extracurricular activity**  Opportunities are provided for children to participate in and enjoy a variety of extra curricular activities after school. These include gaelic football, hurling and camogie. Participation based extra curricular activities offer opportunities to all who wish to partake in these. School representative teams are also catered for in inter-school competitions for example the Rackard League,Cumann na mBunscoil Mini-Sevens and FAI Soccer.  The school organises a sports day with the emphasis on participation in a broad range of fun & competitive activities . Children are encouraged to play games and practice skills during break-time.  The school has recently established an Active School Committee and aim to work towards Boolavogue N.S. being recognised as an Active School. |
| **Code of ethics**  All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. 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.  Outside coaches for the purpose of G.A.A. are made aware of the code of behaviour and the Child Protection Statement. All outside visitors are permitted subject to garda vetting. |
| **Health and Safety**  The children are required to wear the school tracksuit and bring appropriate gear on the day they have physical education/coaching. Children should not wear dangerous jewellery. Children are taught to handle and carry apparatus safely and carefully. Correct methods of lifting and carrying are also taught.Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy. |
| **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.  Strands covered in PE each month are recorded on the Cúntas Míosúil.  The Cúntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.  Cúntas Míosúil are submitted to the principal at the end of every month. |
| **Staff development**  The school will access the PDST PE Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting coaches, in our case GAA coaches, are used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to PE available in the area. As a staff we took part in the Buntús sports programme in March 2011. |
| **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. Parents provide lifts to the various extra-curricular activities organised. Parents volunteer to attend the dressing rooms during the 8 week period of the swimming programme. Parents are invited to attend and partake in the second half of the day of the sports day where parent activities are organised. |
| **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. Past pupils with sporting achievements are invited back and honoured. September 2011 saw the return of Catherine O’Loughlin celebrating the double All Ireland Camogie win for Wexford. |
| **Evaluating the policy**  Means of assessing the outcomes of the plan may include;   * Teacher/parent/community feedback * Children’s feedback regarding activity levels, enjoyment and skill development * Inspectors’ suggestions/WSE recommendations   **The criteria for evaluating the success of this policy will be :**   * The level of enjoyment exhibited by the children * The 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 * The provision of opportunities for achievement for each child * The level of teacher satisfaction in teaching a broad, balanced curriculum. |
| **Ratification and communication**  This Physical Education policy was reviewed in April 2012 and ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_ and parents can inspect the policy in the school office. |