



*Coiscéim Dearfach ar an  
mBóthar atá Romhainn*

# Coolcappa N.S PE Plan

## Introductory Statement and Rationale

### **Introductory Statement**

The PE plan for Coolcappa N.S was formulated by the staff, in consultation with the principal. The plan has been approved by the teachers, BOM and parents.

### **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. 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

### **Vision**

Physical education is an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in Coolcappa N.S. 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 strive to implement a diverse range of experiences that provide regular physical activity, encourage children to lead active healthy lives and foster the general well-being of every child.

## **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.

## **Curriculum Planning**

The Broad objectives of the PE curriculum have been considered.

### **Strands and strand units**

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the PE Curriculum and are also available on [www.ncca.ie](http://www.ncca.ie)

3 <sup>rd</sup> & 4 <sup>th</sup> Classes	Pg 38-46
5 <sup>th</sup> & 6 <sup>th</sup> Classes	Pg 48-59
Aquatics 3 <sup>rd</sup> - 6 <sup>th</sup>	Pg 62-64

- 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.

- 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 in collaboration with Askeaton Pool and Leisure.
- We will endeavour to create a PE rich environment in the school through the compilation of suitable video clips, DVD's, websites, posters, photographs, newspaper cuttings, display boards (Active Schools board) 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).

### **Developing the Physically Literate pupil in Physical Education**

We aim to also use the *Move Well, Move Often* resource to support the teaching of Physical Literacy in Coolcappa N.S. Physical literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long engagement and for sporting success.

To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills which will allow them to reach their potential in sports.

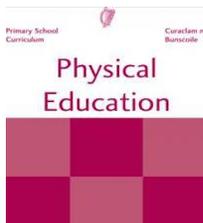
## Fundamental Movement Skills

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

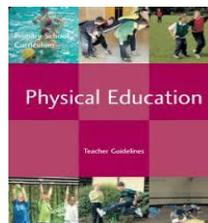
In Coolcappa N.S., we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our whole school plan for PE reflects this approach (see appendices).

## Resources for Teaching Physical Education

Teachers in Coolcappa N.S. will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:



**P.E. Curriculum & Teacher Guidelines**



**PSSI Lesson Plans**



**Move Well, Move Often**

## Approaches and Methodologies

- We will use a combination of the following approaches:
  - Direct teaching approach.
  - Guided discovery approach.
  - Integration.

We will use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play.
- Station teaching.
- Using a play area divided into grids.

## Structure of a PE lesson

**Warm Up:** 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.

## Children with Different Needs

In Coolcappa N.S., we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities. Many children with SEN experience difficulty with basic co-ordination, balance, left and right orientation, rhythm and spatial and body awareness. These skills can be addressed and improved through physical education. Students who experience difficulties and frustration in academic areas can acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities.

Teachers will endeavour to support, create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others. They will ensure the participation of children with special needs by planning to include all children in PE activities. 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>1</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	<ul style="list-style-type: none"> <li>• provide suitable group arrangements; restrict area</li> </ul>

<sup>1</sup> Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

	students engaging in movement exercises.	of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises <ul style="list-style-type: none"> <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>

General Adaption Suggestions				
Equipment	Rules, Prompts, Cues	Boundary/Playing Field	Actions	Time
<ul style="list-style-type: none"> <li>-Larger/lighter bat</li> <li>-Use of velcro</li> <li>-Larger goal/target</li> <li>-Mark positions on playing field</li> <li>-Lower goal/target</li> <li>-Scoops for catching</li> <li>-Various balls (size, weight, color, texture)</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate activity</li> <li>-Partner assisted</li> <li>-Disregard time limits</li> <li>-Oral prompt</li> <li>-More space between students</li> <li>-Eliminate outs</li> <li>-Allow ball to remain stationary</li> <li>-Allow batter to sit in chair</li> <li>-Place student with disability near teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Decrease distance</li> <li>-Use well-defined boundaries</li> <li>-Simplify patterns</li> <li>-Adapt playing area (smaller, obstacles removed)</li> </ul>	<ul style="list-style-type: none"> <li>-Change locomotor patterns</li> <li>-Modify grasps</li> <li>-Modify body positions</li> <li>-Reduce number of actions</li> <li>-Use different body parts</li> </ul>	<ul style="list-style-type: none"> <li>-Vary the tempo</li> <li>-Slow the activity pace</li> <li>-Lengthen the time</li> <li>-Shorten the time</li> <li>-Provide frequent rest periods</li> </ul>

## Exceptionally Able Children

Children with exceptional ability/talent for PE will be encouraged and supported to maximise their talent by forging links with local clubs (if links have not been established already) so the child (ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

## 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)

Teachers 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
- Fundamental Movement Skills Teacher and peer checklists
- 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.

## **Equality of Participation and Access**

*(Refer to school's Equality Policy)*

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration.

We will endeavour to ensure that all children will partake in all six strands of the curriculum during their primary education. Aquatics will be provided for a six week block for all classes from Junior Infants to 6<sup>th</sup> class.

We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme.

As a staff we will help children to build positive attitudes towards all activities. We will take into account the needs of girls and boys when promoting the health related fitness of children.

We will enter both boys and girls teams in any inter-school competitions which are suitable and where necessary we will take the opportunity to enter mixed teams.

All children are encouraged to participate in school team sports. Selection of school teams are decided by all staff.

- The school will participate in the Annual School Sports Day by joining up with another two- teacher school. (subject to ongoing Covid guidelines). Each school hosts the sports day in a two year cycle. The day is divided into three sections:
  1. Stations featuring different activities such as welly tossing, sponge racing, dressing up races, crazy golf, penalty shoot-out, target practice and balloon bursting are set up around the pitch. Children are divided into mixed ability groups and move between stations when the

- whistle is blown. Games are modified for different age abilities. A teacher or volunteer is allocated to each class group.
2. Individual races
  3. Co-operative games.
- 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. This will tie in with our annual Seachtain na Gaeilge week.
  - 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.

### **Linkage and Integration**

*(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)*

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 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.
- Bainfidh na muinteoirí usaid as Gaeilge nuair atá said ag muineadh rince gaelach.

## **Organisational Planning**

### **Timetable**

All classes will have two half hour sessions or one hour sessions. Coaching in hurling, Gaelic football, soccer, athletics, dance and swimming will be provided by the outside coaches where possible. The school will liaise with local clubs, local sports organisations and Limerick Schools Partnership to provide taster sessions of different activities for pupils.

The school will also use the PE lesson plans prepared by the Primary School Sports Initiative and Move Well, Move Often programme.

## Fundamental Movement Skills from Move Well, Move Often Programme

	September	October	November	December
Term 1				
	<ul style="list-style-type: none"> <li>▪ Catching</li> <li>▪ Throwing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Catching</li> <li>▪ Kicking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balancing</li> <li>▪ Landing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balancing</li> <li>▪ Landing</li> </ul>
	January	February	March	April
Term 2		 		
	<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Hopping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skipping</li> <li>▪ Jumping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hopping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walking</li> <li>▪ Running</li> </ul>
	May	June	Subject to timetabling	
Term 3			Aquatics	
	<ul style="list-style-type: none"> <li>▪ Walking</li> <li>▪ Running</li> </ul>	<ul style="list-style-type: none"> <li>▪ Side stepping</li> <li>▪ Jumping</li> <li>▪ Kicking</li> </ul>	(Land PAWS programme completed during the Aquatics strand)	

## Active School

Coolcappa NS is an Active School. We currently have one flag and are in the renewal process. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships.

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 PE curriculum as possible.

This will take place in April/May. In addition to PE we prioritise physical activity throughout the day during Active school Week. Different activities will be organised for each year group.

### 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 PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- 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>2</sup>
- All teachers will adhere to the Child Safeguarding Statement and 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.
- All outside coaches must have Garda vetting clearance.

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<sup>2</sup> Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council



## Partnerships

- St. Kierans GAA club.
- Limerick GAA schools programme.
- Rising Stars Dance.
- Gymnastics Ireland
- Limerick Sports Partnership
- The Daily Mile Initiative

The school organises a sports day annually. These days generally take place in the third term.

The children will also participate in Active Schools Week annually.

## PE Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled for PE and is checked and updated at the beginning of each school year.
- It is stored in a storage area in the shed. It is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The Principal will have the responsibility to purchase the PE equipment in consultation with the staff 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 PE post-holder) will sanction a budget for updating of PE equipment annually - subject to funds being available.
- In order to ensure a PE rich environment, the school will have a dedicated sports notice board, Twitter account and school website with a link for Active School where school and local sporting events will be advertised. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the sports notice board and school website will give an opportunity to children to see themselves and others in action.
- 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 such as GoNoddle and Just Dance.

## PE Equipment Inventory : October 2021.

### Sports Equipment in Shed

EQUIPMENT	AMOUNT
Helmets	8
Basket Ball stand	1
Mini Tennis Net	1
Table Top Net	1
Badminton Balls	40
Table Top Rackets	10
Parachute	1
Tennis Balls	14
Hand and Feet Markers	
Bean Bouncy Balls	2
Small Trampoline	1
Bowls Pack	1
Hurley s	25
Jumping Sacks	5
Rugby Balls	6
Hockey stick (timber)	6
Sliotar	1
Rugby water bottles	6
Long sleeved navy jersey	18
Long sleeved yellow jersey	1
Orange vests	7
Blue vest	6
Red vests	7
Rugby jersey(new) Navy	10
Orange Rugby Jersey (new)	10
Tags	20
Pump	12
Training ladder	1
Batons	4

## Bunker Equipment

### Junior Bunker

Equipment	Amount
Hula Hoops	12
Skipping Ropes	18
Orange cones	5
Flat cones	24
Large blue cones	2
Small blue cones	2
Large plastic bowling pins	15
Small bowling pins	5
Beanbags	42
Rugby Ball	1
Tennis Ball	3
White Hockey ball	2
Tennis rackets	10
Paddle board racket	4
Baseball bat	1
Football	3
Red hockey sticks	5
Yellow hockey sticks	4
White hockey sticks	6
Black hockey sticks	6

### Senior Bunker

Equipment	Amount
Gym mats	3
Tennis rackets	8
Plastic tennis rackets	2
Hula hoops	3
Skipping ropes	6
Flat Cones	2
Circle Placemats	9
Large orange cone	1
Small orange cones	2
Small blue cones	2
Green jumping beams	3
Yellow jumping beams	6
Orange jumping beams	3
Beanbags	8
Large skipping rope	1
Baseball bats	2
Soft purple ball	1
Soft green ball	1
Soft yellow ball	1
Soft red ball	1
Tennis balls	4
Rugby ball	1
Football	5

## Health and Safety

(Refer to school's Health & Safety Policy)

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 endeavour to ensure that the following safety aspects will be taken into consideration:

- All children have to wear suitable footwear and clothing 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.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

There is a First Aid Kit kept in the staff room and is restocked regularly with items only recommended by First Aid personnel. Each classroom has their own portable First Aid Kit which is checked and restocked throughout the year. All staff are aware of the defibrillator's location at the local community hall.

The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.

### **Individual Teachers' Planning and Reporting**

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to 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*)

Teachers will plan based on the strands and the specific Fundamental Movement skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

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.

## **Staff Development**

All staff will take responsibility for monitoring developments in PE current research, reference books, resource materials and websites dealing with PE. [www.pcsp.ie](http://www.pcsp.ie) , [www.irishprimarype.com](http://www.irishprimarype.com), [www.activeschoolflag.ie](http://www.activeschoolflag.ie) and [www.pdst.ie](http://www.pdst.ie) have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build it. An inventory of organisations will be drawn up where free resources will be available. Megan Hennessy attended Active Flag Training and ASF - Getting Started workshops and is currently directing the renewal process with the help of all staff. If the need arises, we will ask Limerick Sports Partnership if they can organise a course on a particular area of PE which the staff need more training on.

Teachers can benefit from their interaction with the local sports coaches e.g. G.A.A. who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

## **Parental Involvement**

(Refer to Primary School Curriculum, Your child's learning, Guidelines for Parents)

We will ask all parents to support their children to participate in all strands of the PE curriculum. We will ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit.

At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the PE curriculum

for parents and stress the difference between PE 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.

### **Community Links**

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

The school maintains links with a variety of local clubs including the local GAA, Rugby and Athletics.

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

### **Implementation**

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

**Review**

**Roles and Responsibilities**

It will be the responsibility of the staff to implement the programme. Parents and the Board of management will support the plan.

Staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and adapt and develop based on their findings.

The plan be monitored and evaluated every two years.

The following will be consulted in appraising the PE plan

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

**Ratification**

The P.E. plan was ratified by the Board of Management.

Signed: \_\_\_\_\_

Fr. Tim Curtin (Chairperson B.O.M.)

Date: \_\_\_\_\_