



Ballymore National School

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Charity Number 20202358

**Under the Patronage of the Church of
Ireland Bishop of Derry and Raphoe.**

PE Policy

INTRODUCTION:

The P.E. plan for Ballymore National School was revised by the staff during Croke Park. P.E. provides learning opportunities for the children through the medium of movement & 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 Ballymore National School. This Policy should be read with our Health & Safety Policy (2012) and Child Safeguarding Statement (2018)

RATIONALE:

In our school, Physical Education provides children with learning opportunities through the medium of movement, to maximise active learning experiences and approaches, to the benefit of each individual child, as enhancing self-esteem confidence and participation in physical education.

VISION:

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In Ballymore National School we intend to incorporate the messages of the curriculum in our lessons.

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.

AIMS:

We endorse the aims of the Primary School Curriculum in Physical Education:

- To promote the physical, social, emotional & 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 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 & positive attitudes towards physical activity & its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Curriculum Planning

STRANDS AND STRAND UNITS:

- 1. Athletics 2. Dance 3. Gymnastics 4. Games 5. Outdoor & Adventure Activities 6. Aquatics

These strands are further divided into strand units:

- Athletics - • Running • Jumping • Throwing • Understanding and appreciation of athletics
- Dance - • Exploration, creation and performance of dance • Understanding and appreciation of dance
- Games - • Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
- Outdoor & Adventure Activities- • Walking • Adventure • 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
- Gymnastics - • Movement • Understanding and appreciation of gymnastics

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

Refer to Curriculum (also available on www.ncca.ie)

- Infant Classes pp. 16 - 23
- First and Second Classes pp. 24 - 37
- Third and Fourth Classes pp. 38 - 46
- Fifth and Sixth Classes pp. 48 - 59
- Aquatics: Junior Infants - Sixth pp. 62 - 64

APPROACHES AND METHODOLOGIES

The class teacher will be responsible for delivering the P.E. curriculum to the pupils in his/her charge. Specialist teachers may deliver certain parts of the programme e.g. Aquatics. Teachers recognise the value of using a variety of teaching approaches in order to enhance the achievement of the curriculum objectives.

The teaching approaches which we will use for teaching P.E. are:

- The direct teaching approach, in which the teacher tells or shows the children exactly what to do and observe their progress.
- The guided-discovery approach, in which the teacher designs a series of questions which will eventually lead to one or more appropriate answer, and finally the discovery of a particular concept or solution. This approach will lead the child to make decisions, solve problems and take initiative. Questioning can lead to a deeper understanding of how skills can be employed in a game situation.

ASSESSMENT AND RECORD-KEEPING

The teachers in the school constantly assess in the P.E. 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 any 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 as outlined in the 'Move Well, Move Often' programme.

- Self assessment
- Peer assessment

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 children themselves.
- **Assessment as learning** involves teaching the children how to self-assess and peer assess.

MULTI-CLASS TEACHING

All P.E. lessons will be taught in the context of multi-class teaching. Where appropriate, opportunity will be given to children to group according to ability levels. Outside agencies e.g. Tonnta Swim School, designated Donegal Sports Partnership coaches, GAA coaching staff or FAI designated coaches may be used to support the implementation of the P.E. Programme.

CHILDREN WITH ADDITIONAL AND DIFFERING NEEDS

Participation of children with additional and differing needs will be ensured using a S.N.A./Special Education Teacher. Children will be encouraged to participate in activities at their own level, through the modification of tasks, where necessary. Group and pair work and similar ability groups will be used in conjunction with a balance of activities from across the strands to encourage all children to participate and encourage PE activities.

EQUALITY OF PARTICIPATION AND ACCESS

In planning for PE we are going to pay attention to the following areas in order to promote equality throughout the physical education curriculum.

- All children from infants to sixth class will partake in the six strands of the curriculum, mindful of limited facilities.
- 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.
- Where appropriate, 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 as 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.

Organisational Planning

Timetable:

Each class is timetabled for one hour per week for P.E. This school will use a portion of its discretionary time, for the pool-based activities, undertaken to facilitate the Aquatics programme in the school - in order to cover the time travelling to and from the pool.

Code of Ethics:

All teachers & coaches working in the school context will be expected to adhere to our Child Safeguarding Statement (2028). They should always ensure that they treat children with dignity 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 & carried out in the context of respectful & open relationships.

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. The class teacher and SNA (if applicable) will remain with the class during these coaching sessions.

The school organises an Annual Sports Day in May/June, where pupils will enjoy fun activities.

The school organises an annual Active Schools Week to promote the benefits of physical activity throughout the school.

PE Equipment and ICT:

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the Active School Committee. It is checked and updated at the

beginning of each school year. It is the responsibility of each class teacher to ensure that all equipment is returned to its place, after each lesson. Any breakages must be reported to the deputy principal, as soon as possible. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.

Health and Safety:

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 considered:

- All children should wear suitable footwear and clothing during a PE lesson
- Jewellery should not be worn 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 & 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 & the teacher should ensure that the children understand that the rules & procedures are there for their safety
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- For children unable to participate in the PE lesson due to illness or special circumstances they may be accommodated in the other classroom.

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. This should ensure clear progression, as children move from class to class. Strands covered in PE each month are recorded on the Cuntas Míosúil. The Cuntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan

First Aid:

There will be a least one person on staff with a First Aid qualification and the BOM will fund any course fees. A First Aid Kit is provided for the school and is restocked regularly with items only recommended by school policy. This kit is also available when children are participating in PE/competitions outside the school grounds. Parents/guardians are asked to detail any medical conditions on the school enrolment form. Teachers will not treat a child, except in an emergency. Their parents/guardians will be contacted and in case of emergency school policy will be followed,

Staff Development:

All staff will update each other on P.E. developments, research, reference books, resource materials and websites dealing with P.E. 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 on it.

Ballymore National School's participation in the Active Schools Flag programme will ensure that the school is continually developing and improving its approach to delivering a balanced, positive, energetic curriculum to its pupils in the most effective way possible. The ASF process requires regular updating and upgrading to school policy. The deputy principal will be responsible for facilitating the policy developments to be implemented by staff members over the course of the ASF process.

Parental Involvement:

We will ask all parents to support their children to participate in all strands of the PE curriculum. We may 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. We will outline the benefits of the PE curriculum and stress the difference between PE and sport and encourage them to become involved in our pursuit of an Active Schools Flag or any initiative we may organise. We will always encourage sporting endeavour.

Community Links:

We are very much aware of the school's role in the community and we are also conscious that the expertise of people in the community is an invaluable resource to any school. The staff of Ballymore will endeavour to make and maintain positive working relationships with many clubs/organisations in the area for the mutual benefit of both parties.

Success Criteria

When reviewing our plan, we will take into consideration, the following points:

- 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.
- Providing activities equally suitable for all pupils.
- The implementation of new initiatives and improvements to our current practices as per the requirements of our Active Schools Flag programme.

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.
- Feedback/ Input from the Active Schools Flag Facilitator.

Implementation

Roles and Responsibilities:

- The Principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings. Each teacher is responsible for implementing this policy with his/her own class.

Timeframe & Review:

- The plan will be monitored and reviewed by the staff as necessary. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in our school. Also our continuing pursuit of the Active Schools Flag will require Principal, Teachers, Pupils, Parents and Board of Management to all play a consistent and valuable role in the updating and reviewing of our policy on an ongoing basis.

Implementation

This policy supersedes previous policies and is effective from May 2020/

Ratification and Communication

This policy was ratified by the Board of Management and communicated to parents thereafter in December 2020.

Policy Review:

This Policy will be reviewed as necessary and particularly to comply with any relevant legislative changes

Signed: W. George Irwin Date: 09/12/2020
Chairperson

Signed: Cáit Ní Chuireáin Date: 9/12/2020
Principal

Review: _____

Signed: _____ Date: _____
Chairperson

Signed: _____ Date: _____
Principal

