

Cloghroe N.S.

School Plan For Physical Education (Revised October 2016)

Introductory Statement and Rationale

(a) Introductory Statement

The PE plan for Cloghroe N.S. was formulated by the teaching staff and Principal. It was co-ordinated by the P.E. post holder and assistant Post holder. The plan has the approval of the Board of Management.

(b) Rationale

Physical education provides children with **learning opportunities** through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives¹. It is our aim in this school to provide such opportunities for the children and to maximise active learning experiences to the benefit of each child.

Vision and Aim

(a) Vision: It is our intention that P.E. in Cloghroe School will assist the children in achieving their potential through the opportunities they receive to participate in activities taken from the strands of the P.E. curriculum. Our policy is to encourage the children to lead healthy, active lives and physical activity is an inherent part of this policy.

We endorse the **AIMS** of the Primary School Curriculum for P.E

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

The broad **OBJECTIVES** of the P.E. Curriculum have been considered. See p.11/12 C.S

Additional aims that relate to the context of our individual school As a mixed mainstream school, we provide equal opportunities to both boys and girls to participate. There is now a large P.E. Hall available, where we endeavour to provide as broad a range of activities as possible. We have a small astro-turf surface, a green pitch area and two hard outdoor yard surfaces available to us. All these facilities have greatly enhanced our P.E. provision.

Curriculum Planning.

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

- **Infant classes pp. 16-23**
- **First and Second classes pp. 24-34**
- **Third and Fourth classes pp. 38-46**
- **Fifth and Sixth classes pp. 48-59**
- **Aquatics: Junior Infants-Sixth pp.62-64**

Also available on the N.C.C.A. website www.ncca.ie.

It is the responsibility of each individual teacher to familiarize himself/herself with the objectives of the class level they teach. The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources and equipment available in the school will be collated and distributed to each teacher by the post holder. 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 signalled out for special attention in Third Class. Revision periods of Swimming will be available where possible from Fourth to Sixth class. Aspects of Aquatics will also be addressed in the context of the S.P.H.E. curriculum.

We will endeavour to create a **PE rich environment** in the school with:

- Suitable Videos
- Suitable DVD's
- Suitable CD ROM's
- Suitable Websites
- Posters/Photographs/Newspaper cuttings.
- School Newsletter/Community newsletters

The above will be used to heighten children's awareness of various forms of physical activity and as a way of developing an understanding and an appreciation of the strands of the curriculum. Photographs will also be used to celebrate children's experiences in the area.

We will ensure there is **continuity and progression** from class to class by:

Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.

We will **record** the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míósúil)

2. Approaches and Methodologies ;

We will use a combination of the following **approaches**:

- a) Direct teaching approach
- b) Guided discovery approach

c) Integration

We will use **methods** that encourage maximum participation by the child.

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

Structure of a PE lesson:

Warm Up Activities, which raise pulse levels, 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/green area into grids to allow for small group activity to ensure all children will be involved

Cool Down Activities, which reduce heart rate and so prepare children for their return to class.

3. Assessment and record keeping

The School's Assessment & Record Keeping Policies are available in the Plean Scoile in the school office. The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

- We will assess:
 - Willingness to participate in activities
 - Readiness to engage with a certain activity
 - The level of competence of a child in carrying out an activity
 - Interest in and attitude to activity
 - Willingness to cooperate in individual, pair and group activities
- Our **assessment tools** are:
 - Teacher observation
 - Teacher-designed tasks
- 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. We will advise the children on what to assess e.g. arm and leg action when running, variety of jumps used etc.

- The assessment criteria used for each activity forms part of class and school planning.
- Our school policy on record-keeping (in Pleann Scoile) informs practice on:
What is recorded, the maintenance of school records and access to same.
The practice of sharing information with children/parents/colleagues

4. Children with different needs

- Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

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"> • include active warm ups and drills for skills practice • 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
• listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
• 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"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
• left-right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
• 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"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

- The School Enrichment Programme produced by Special Olympics Ireland to mark the occasion of the World Games in Ireland will also be used as a useful reference – www.specialolympics.ie
- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

General Adaptation Suggestions

Equipment:

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

Rules Prompts, Cues:

Demonstrate/model activity
 Partner assisted
 Disregard time limits
 Oral prompt
 More space between students
 Eliminate outs
 Allow ball to remain stationary
 Allow batter to sit in chair
 Place student with disability near teacher

Boundary/Playing Field:

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

Actions:

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

Time:

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

Bowling

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

Basketball

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

Soccer

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

Volleyball

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

Tennis

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

- Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs e.g. Inniscarra Blarney (if links have not been established already) so the children can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

5. Equality of participation and access

- In line with the equality policy of Cloghroe school, when 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 at all six strands of the curriculum..*
 - *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 i.e. one particular*

group or class will not be allowed unlimited access to larger yard areas. Playground games such as Hopscotch are marked, particularly in the infant yard, to facilitate play.

- *When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.*
- *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 inter-school competitions and where necessary and if allowable, (if we have insufficient numbers) we will take the opportunity to enter mixed teams.*

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

- *The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances, which are an integral part of our Irish culture.*
- *Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.*

Introduction of games from different countries i.e. boules, to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold in our culture.

Gaelic Games should be given particular consideration as part of the Games programme.

- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
“In line with Department of Education and Science recommendations, it is the policy of S.N. An Chloch Rua not to charge for in-school curricular activities.” However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a fee to each child to cover the cost of lifeguards, instructors, pool and transport. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes.

6. Linkage and integration

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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:**

Is feidir le muinteoiri usaid a bhaint as **gaeilge** nuair ata said ag muineadh rince ghaelach.

The effective use of **ICT** will create opportunities for pupils to discuss and talk about their own and others' performance in PE.

For example, in the Gymnastics strand, use of a **digital camera** or **video camera** will show children what they look like when holding a balance. This will enhance the possibility of the child achieving better quality movement in the future as they have a better image of what they need to do.

The effective use of **questioning** from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them understand and appreciate the activities of PE better and thus physically educate themselves in a more meaningful way – as opposed to something that just happens with time.

7. Organisational Planning:

Timetable

In this school all classes will have a scheduled 45minute class of P.E. per week. This will be supplemented with several short physical activities as outlined in the Active Flag plan.

Third Class will attend swimming lessons for about 16-20 weeks during the school year. IV, V & VI classes will have a lower number of lessons during the year.

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 Active School Week²	Athletics
Sample plan of work for PE for infant classes ³			

September-October	November-December	January-March	April-June
Games	Dance	Aquatics	Games
Athletics	Gymnastics	Gymnastics	Athletics
		Dance/Games Active School Week	Outdoor and Adventure activities
Sample plan of work for PE for first to sixth classes ⁴			

Discretionary curriculum time ‘affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas⁵’ – PE being one of the curricular areas.

This school will use its discretionary time for the 8 weeks of 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.

Content:

Infant classes pp. 16-23

First and Second classes pp. 24-34

Third and Fourth classes pp. 38-46

Fifth and Sixth classes pp. 48-59

Aquatics: Junior Infants-Sixth pp.62-64

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

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

8. Code of ethics

- 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’ (section 1.3)
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and

Science Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.



9. After school activities

After school activities are organised by the school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- 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 boys and girls.

Some of the Competitions/Leagues/Games the school may enter include:
Sciath na Scol Competitions in Camogie, Hurling, Football and Girls Football.
Cork School Sports.

County Cork Rounders League.
Mini-Sevens in a number of Gaelic Codes
Primary schools Basketball League
Swimming Galas on occasion.

The school may organise a sports day where parents/community/others can be invited to view children's PE activities and encourage them to participate.

Note: The extra-curricular programme that involves competitive activities should always reflect the aims and objectives of the PE curriculum.

10. PE equipment

- *(Refer to pp. 104-105 Teacher Guidelines)*
- *Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holders for PE and is checked and updated at the beginning of each school year.*
- *It is stored in a room/store in the school. A key to the outdoor store room is available from the office and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. The store room at end of the P.E. hall holds most of the indoor equipment. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room regularly. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.*
- *The post holders in consultation with the Principal and the staff will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools (Cork County G.A.A. Board, Buntús Packs available in Local Sports Partnerships in sixteen regions, Catch and Kick, FAI etc.*
- *The BOM, on the recommendation of the Principal (informed by the PE post-holders) will sanction a budget for updating of PE equipment annually - subject to funds being available. At present, there is no dedicated PE grant. The Principal will also request additional funds from the Parents Association where deemed necessary.*

ICT (Refer to p. 101 Teacher Guidelines)

- In order to ensure a positive disposition to being active, An ACTIVE SCHOOL notice board will be displayed in a prominent position. The use of the school's digital camera will be important in recording PE activities. The display of these pictures in the information areas will give an opportunity to children to see themselves and others in action.
- The use of the digital camera as a diagnostic tool for teacher is extremely valuable as children can view their own performances while still involved in a PE lesson. They can make immediate changes to the quality of their movements which in turn will enable them assess themselves in a more meaningful way. *For example, this is particularly true when investigating the theme of balance in the gymnastics strand.* Use will also be made of a digital video camera from time to time to enable children view their performance of certain activities in the PE classroom. The teachers will initiate discussion of same with the pupils and field any questions the child may have as to how the quality of their performance could be enhanced.
- All internet usage follows the strict guidelines laid down by the school in our Internet Usage Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to children being referred to them and much of the websites will be visited by the teacher and shown to the children through a data projector.

11. Health and Safety

In conjunction with the school's 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 ensure that the following safety aspects will be taken into consideration

- *All children have to wear suitable footwear and clothing during a PE lesson. Children are advised not to 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.*
- *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.*

. The First Aid Kit is kept in the staffroom and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Teachers have access to information on the conditions and resulting procedures to be followed. As a general rule teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc. A substantial number of staff have been trained in the use of a defibrillator.

12. 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, teachers will 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.

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

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

13. Staff development

The Postholders and Willie Hackett and Aileen O'Connell will take responsibility for monitoring developments in PE. They will endeavour to keep the staff up to date on current research, reference books, resource materials and websites dealing with PE.

www.pcsp.ie and www.irishprimarype.com www. have definite links to the curriculum and PE in Ireland. The school is building up a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum. We will update this on a regular basis. An inventory of organisations will be drawn up where free resources will be available.

The school will access the PCSP Cuiditheoir service in anticipation that there will be a support service for PE and we will inform the Cuiditheoir of our curricular priorities in relation to PE for that year.

If the need arises, we will ask our local Education Centre if they can organise a course on a particular area of PE we think we need more training on. The staff members attending extra courses will be encouraged to share their new ideas with the rest of the staff. Like all other areas of the curriculum, time is allocated at each staff meeting for regular updates to all staff on the different areas and initiatives that are taking place inside and outside school

15. Parental involvement

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 at an information session 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.

In order to implement swimming lessons and to partake in school sport, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events and helping with supervision. As with any curricular plan in the school, parents can inspect it in the office.

16. 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.

Cloghroe School maintains strong links with the local Community Centre in Inniscarra where we play some games. Likewise the school co-operates with local Camogie, G.A.A. Soccer and Rugby clubs in the promotion of games for children.

Teachers can benefit from their interaction with the local sports coaches. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

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. The community has also been involved in fundraising for PE equipment for the school.

How will we know that the plan has been implemented?

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

Success criteria

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

Reflective Questions:

- **Has the plan achieved its aims? What are the indicators? (Refer to Aims)**
- **Response of the children, is their increased enjoyment and participation?**
- **Do teachers feel that structure, procedure and continuity is evident in the plan?**
- **What has been the response of the D.E.S. inspectorate with the school plan and the individual planning of teachers?**
- **Had there been any relevant feedback from the Second Level schools that the children are attending?**

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

Implementation

(a) Roles and Responsibilities

The PE post holders Willie Hackett and Aileen O'Connell 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 May 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 teachers will be primarily involved in this appraisal and other stake holders may be consulted as necessary.

Ratification and Communication

The PE plan has to ratified by the Board of Management and parents can inspect the plan in the school office.