

## Physical Education & Wellbeing SSE Plan – (October 2024 – June 2025)

### 1. Introduction

#### 1.1 Outcomes of our last improvement plans

- SSE Literacy Gaelige & Phonics (Year 2: September 2022 – June 2024)
- (Year 1: October 21 – June 22)

Dimension: Teaching & Learning

Domain: Learner Outcomes

Standard: Pupils engage purposefully in meaningful learning activities.

Domain: Teachers' Individual Practice

Standard: The teacher selects and uses teaching approaches appropriate to the intended learning outcome and to pupils' learning needs.

- SSE Wellbeing (Year 3: September 2023 – June 2024)  
(Year 1- 3 combined due to Covid- 19 pandemic & school closure) from January 2020 to June 2022.  
Key Area: Relationships & Partnerships.  
Target for all – Promote culture of recognition and support of staff wellbeing from management.  
Target for some & few – Promote access to staff personnel in times of crisis and emotional/ behavioural support.

- Maths (Year 2) from September 2014/2015 to June 2015. Strand: Measures-Time (Junior Classes) Communications to parents at all class levels. Differentiation: Challenging more able pupils.

- Targets for Year 1 of our SSE in Literacy (2014-2015) Attainment of curriculum objectives- Oral Language development. Pupils' engagement in learning and teaching approaches – collaborative and cooperative work. Pupils' engagement in learning and teaching approaches – differentiation.

- Ethos Self-Evaluation Report: March 2012 – June 2013 (Communication – Gender Equality – Community Involvement)

#### 1.2 The focus of this evaluation SSE Wellbeing Survey

We continued with the focus we undertook through self-evaluation of teaching and learning during 2023/2024. We evaluated the following aspect(s) of teaching and learning in wellbeing by gathering opinions and information from staff through surveys on Google Forms. Through analysis of areas teachers felt we needed to improve on, we decided that our focus area would continue to be Wellbeing.

### 2. Findings

#### 2.1 This is effective/ very effective practice in our school

List the main strengths of the school in promoting wellbeing practices:

The results of surveys administered to all teaching staff and SNAs identify a number of strengths as set out below:

- Staff indicated that there was effective implementation of Positive Narration, Track the Speaker, Daily Expectations and the use of Ready to learn Plans throughout the whole school in 2023/2024

## 2.2 This is how we know

We administered surveys to teachers and SNAs

## 2.3 This is what we are going to focus on to improve our practice further

The results of our focus group with teachers and SNAs highlight a further focus on:

- More support needed for the use of Golden Statements
- More support needed in supporting the use of Bounded Choices
- Continue with the effective implementation of Positive Narration, Track the Speaker, Daily Expectations and the use of Ready to learn Plans throughout the whole school.
- Continuation and expansion of Values & Learn Together Assemblies.

## Quality Framework

We decided that we would focus on “Teaching and Learning”. This is what we want to achieve:

Domain	Standard	Statement of Effective (Highly) Practice
<b>Learner Outcomes</b> <i>Pupils demonstrate the knowledge, skills and understanding required by the curriculum.</i>	<i>Pupils’ knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately (Physical Education).</i>	<i>Pupils’ knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately (Physical Education).</i>
<b>Learner Experiences</b> <i>Pupils reflect on their progress as learners and develop a sense of ownership and responsibility for their learning.</i>	<i>Pupils assess their progress and are aware of their strengths and areas for development as learners (Physical Education &amp; Wellbeing/BSEM).</i>	Pupils assess their progress <b>realistically</b> and <b>can describe</b> their strengths and areas for development as learners (Physical Education & Wellbeing/BSEM).
<b>Teachers’ collective/collaborative practice</b> <i>Teachers work together to devise learning opportunities for pupils across &amp; beyond the curriculum</i>	Teachers collaboratively plan learning experiences that help pupils to see learning as a holistic and lifelong endeavour (Physical Education & Wellbeing/ BSEM).	Teachers collaboratively plan learning experiences <b>that enable and empower</b> pupils to see learning as a holistic and lifelong endeavour (Physical Education & Wellbeing/ BSEM).
<b>Managing the Organisation (School Leaders)</b> School Leaders develop & implement a system to promote professional responsibility & accountability	The principal, the deputy principal and other leaders in the school, encourage staff to evaluate their own practice.	The principal, the deputy principal and other leaders in the school, <b>expect and facilitate</b> teachers to <b>critically analyse</b> and evaluate their own practice.

## 3. Our improvement plan:

On the next pages we have recorded:

- The **targets** for improvement we have set.
- The **actions** we will implement to achieve these.
- Staff with **responsibility** for implementing, monitoring and reviewing our school improvement plan.
- How we will **measure progress and check outcomes** (criteria for success).

## SSE Reflection for Physical Education & Wellbeing Targets 2024-2025

Physical Education Targets	Action	Target Achieved:
<b>1. Ensure a clear curriculum objective is identified and shared with the children for every PE lesson.</b>	Write an objective on the board in the hall, in the class before they leave or show digitally on the Daly Fitness programme.	
	Teachers will refer to this objective throughout the lesson.	
	Children will use the objective to self-reflect at the end of the lesson.	
<b>2. Each PE lesson begins with a warm-up and ends with a cool down.</b>	A fun warm up game or activity was included in the lesson.	
	Teachers will allow appropriate time for a cool down at the end of the lesson.	
<b>3. Activities will be clearly demonstrated prior to the PE lesson.</b>	Teachers will show a video on the board before they leave or use visuals/ illustrations to explain new games or activities before the lesson or on the board in the hall during the lesson.	
	Teachers will demonstrate activities themselves or choose a child to demonstrate.	
<p><b>What went well:</b></p>  <p><b>What could be improved:</b></p>		

Wellbeing Targets	Action	Target Achieved:
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1. <b>Promote the implementation of the Berry Street Education Model to support children’s wellbeing.</b>	Use of Golden Statements when asking children to complete a task.	
	Embed the practice of “The Repair Conversation” in all classes (from December).	
	Use of Bounded Choices for children in need of additional support.	
	Exploration of BSEM monthly strategy focus (from Longterm BSEM Plan 24/25)	
<b>What went well:</b>		
<b>What could be improved:</b>		

<b>MONITORING &amp; EVALUATIVE APPROACHES</b>	<b>EVALUATION TOOLS</b>
<ul style="list-style-type: none"> <li>● Cúntas Míosiúil –Spelling Self-Reflection</li> <li>● Questionnaires</li> <li>● Focus Groups</li> <li>● Staff Meetings</li> <li>● Observation</li> <li>● Noticeboards</li> </ul>	<ul style="list-style-type: none"> <li>● Cúntas Míosiúil –Spelling Self-Reflection</li> <li>● Questionnaires</li> <li>● Focus Groups</li> <li>● Staff Meetings</li> <li>● Comparison of assessment scores</li> <li>● Spelling tests at individual levels</li> </ul>

## School Improvement Plan for Wellbeing (Year 4) September 2024

### 1. Year 1 of our Wellbeing School Improvement Plan (merged into 3 years 19/20, 20/21 & 21/22 owing to Covid-19) Year 2 is 2022/2023, Year 3 is 2023/2024

1.1 The outcome of our last improvement plan was to focus on Wellbeing. Our targets were as follows:

**TARGET 1: Culture of respect is evident and embedded within the whole school community.**

**TARGET 2: Promote development of resilience for life.**

1.2 The targets for Year 4 of our school improvement plan for Wellbeing in 2024/2025 are as follows:

Linked in to Berry Street Education Model, Values and Assemblies

### 2. Our Improvement Plan

<b>SCHOOL IMPROVEMENT PLAN (WELLBEING) SEPTEMBER 2024 – JUNE 2025</b>
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**The Wellbeing Framework for Practice**



**Key Area: Curriculum (Teaching & Learning)**



- **Indicator of Success:** Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.