

# **Repton Abu Dhabi Physical Education and Swimming Policy**

*RAD policy for Physical Education*

## **The purpose of the Physical Education policy**

The policy is a working document for all educators in school. In this document the term educators is used to describe teachers, classroom assistants and learning support assistants. It describes the school's fundamental understanding of the purpose of **Physical Education** and the way **Physical Education** contributes to children's learning.

It describes "How we do it" here at Repton Abu Dhabi and is therefore written in consultation with the relevant staff to reflect their knowledge, skills and understanding of **Physical Education**. It reflects an understanding of the UK National Curriculum for **Physical Education** and any specific requirements of the school.

It also advises parents, governors and inspectors of the principle aims of the teaching of **Physical Education** in the school and how those aims are put into practice.

## **Aims**

Repton Abu Dhabi aims to provide an education of the highest standards, and promote lifelong learning. In particular we aim to:

- Create a warm, stimulating and imaginative environment through which all children, regardless of gender, social or ethnic grouping, are able to achieve their full potential and enjoy their learning.
- Provide a high quality British primary education, based on the National Curriculum for England delivered through the medium of the English language.
- Ensure the curriculum is broad, relevant, challenging and practical, and encourages the child's intellectual, physical and social growth, meeting the individual needs of our pupils in a rapidly changing world.
- Provide a caring, secure and challenging learning environment in which all the children are valued and be able to achieve their full potential.
- Provide pupils with equality of opportunity, encouraging high self-esteem, tolerance and respect for others.
- Encourage in the children a sense of responsibility towards themselves and their surroundings, and an understanding of the need for courtesy and consideration to others.
- The school believes that **Physical Education** is a vital part of the education of all children. The child's use and understanding of **Physical Education** needs to be developed by effective teaching and by a considered sequence of experiences.
- The school's aim is to provide a **Physical Education** curriculum which will enable each child to reach their full potential in learning in **Physical Education** through investigating and making, through research and the development of skills and through their evaluation of their own and others' work.

## Curriculum content and planning

To achieve that, the school plans a range of activities in which provide opportunities for pupils:

VALUES	WEEK	FOUNDATION		PRIMARY			
		FS1	FS2	Year 1	Year 2	Year 3	Year 4
EMPATHY	Week 1-4	Parachute Games <i>Teamwork</i> <i>Critical Thinking</i>	Parachute Games <i>Teamwork</i> <i>Critical Thinking</i>	Gross Motor-Skills <i>Teamwork</i> <i>Independent Learning</i>	Gross Motor-Skills <i>Teamwork</i> <i>Independent Learning</i>	Gross Motor-Skills <i>Teamwork</i> <i>Independent Learning</i>	Gross Motor-Skills <i>Teamwork</i> <i>Independent Learning</i>
	Week 5-8	Throw/Bounce/Catch <i>Creativity</i> <i>Communication</i>	Throw/Bounce/Catch <i>Creativity</i> <i>Communication</i>	OAA <i>Problem Solving</i> <i>Critical Thinking</i>	OAA <i>Problem Solving</i> <i>Critical Thinking</i>	Invasion Games (Football / Hockey / Tag Rugby / Basketball) <i>Teamwork</i> <i>Self Confidence</i> <i>Communication</i>	Invasion Games (Football / Hockey / Tag Rugby / Basketball) <i>Teamwork</i> <i>Self Confidence</i> <i>Communication</i>
RESPECT	Week 9-12	Throw/Bouce/Catch <i>Self-Direction</i> <i>Independent Learning</i>	Throw/Bouce/Catch <i>Self-Direction</i> <i>Independent Learning</i>	Invasion Games (wk 9-14) <i>Self Confidence</i> <i>Communication</i>	Invasion Games (wk 9-14) <i>Self Confidence</i> <i>Communication</i>	Invasion Games (Football / Hockey / Tag Rugby / Basketball) <i>Teamwork</i> <i>Self Confidence</i> <i>Communication</i>	Invasion Games (Football / Hockey / Tag Rugby / Basketball) <i>Teamwork</i> <i>Self Confidence</i> <i>Communication</i>
	Week 13-16	Tennis/Volleyball <i>Self-Confidence</i>	Tennis/Volleyball <i>Self-Confidence</i>	Tennis/Handball <i>Self-Confidence</i>	Tennis/Handball <i>Self-Confidence</i>	Handball <i>Teamwork</i> <i>Self-Confidence</i>	Handball <i>Teamwork</i> <i>Self-Confidence</i>
RESILIENCE	Week 1-5	Sports Day Events <i>Global &amp; Cultural Awareness</i>	Sports Day Events <i>Global &amp; Cultural Awareness</i>	Athletics linked to Sports Day <i>Global &amp; Cultural Awareness</i>	Athletics linked to Sports Day <i>Global &amp; Cultural Awareness</i>	Athletics linked to Sports Day <i>Global &amp; Cultural Awareness</i>	Athletics linked to Sports Day <i>Global &amp; Cultural Awareness</i>
HONESTY / INTERGRITY	Week 6-11	Throwing/Catching/Rolling/Batting <i>Leadership</i>	Throwing/Catching/Rolling/Batting <i>Leadership</i>	Striking and Fielding <i>Leadership</i>	Striking and Fielding <i>Leadership</i>	Striking and Fielding <i>Leadership</i>	Striking and Fielding <i>Leadership</i>
TOLERANCE	Week 1-6	Gym <i>Problem Solving</i> <i>Digital Competence</i>	Gym <i>Problem Solving</i> <i>Digital Competence</i>	Gym <i>Digital Confidence</i> <i>Self Direction</i>	Gym <i>Digital Confidence</i> <i>Self Direction</i>	Badminton <i>Collaboration</i> <i>Self-Confidence</i>	Badminton <i>Collaboration</i> <i>Self-Confidence</i>
CARE	Week 7-11	Parachute Games/Throwing/Catching/Bounce <i>Teamwork</i> <i>Critical Thinking</i>	Parachute Games/Throwing/Catching/Bounce <i>Teamwork</i> <i>Critical Thinking</i>	Parkour <i>Creativity</i>	Parkour <i>Creativity</i>	OAA <i>Problem Solving</i> <i>Critical Thinking</i>	OAA <i>Problem Solving</i> <i>Critical Thinking</i>

## FS PE Curriculum Content

<b>FS1 &amp; FS2</b>	<p><b><u>PARACHUTE GAMES</u></b> - In this unit children experience basic command tasks and develop their listening and gross motor skills. Children explore different ways of movement and how to control their movement.</p> <p><b><u>DANCE</u></b> - In this unit children explore basic body actions, <i>e.g. jumping and turning</i>, and use different parts of their body to make movements. In dance as a whole, children think about how to use movement to explore and communicate ideas and feelings.</p> <p><b><u>GAMES</u></b> - In this unit children develop basic game-playing skills, in particular throwing, catching, bouncing and movement. They explore spatial awareness and how to move around the space with/without equipment.</p> <p><b><u>GYMNASTICS</u></b> - In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>e.g. two jumps, or two rolls</i>.</p> <p><b><u>ATHLETICS</u></b> - In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p><b><u>STRIKING AND FIELDING</u></b> - In this unit children learn how to hit or strike the ball into spaces. When fielding, they learn how to work together to keep the ball off the ground, or return the ball to a target.</p>
----------------------	--

## KS PE Curriculum Content

<b>YEAR ONE</b>	<p><b><u>DANCE</u></b> - In this unit children explore basic body actions, <i>e.g. jumping and turning</i>, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p><b><u>GAMES</u></b> - In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>
-----------------	---

	<p><b><u>GYMNASTICS</u></b> - In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>e.g. two jumps, or two rolls</i>. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p> <p><b><u>ATHLETICS</u></b> - In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p><b><u>STRIKING AND FIELDING</u></b> - In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p>
<p><b>YEAR TWO</b></p>	<p><b><u>DANCE</u></b> - In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures, inspires their work. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p><b><u>GAMES</u></b> - In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b><u>GYMNASTICS</u></b> - In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, <i>e.g. a roll, jump and a shape</i>. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p> <p><b><u>ATHLETICS</u></b> - In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>

	<p><b><u>STRIKING AND FIELDING</u></b> - In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p>
<p><b>EXTENSION TOPICS</b></p>	<p><b><u>OAA</u></b> - In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.</p> <p><b><u>DANCE</u></b> - In this unit children focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p><b><u>GAMES</u></b> - In this unit children focus on how to use basic principles of attack and defence to plan strategy and tactics for games. They work on improving the quality of their skills, using techniques that suit the three different types of game they play (invasion, net/wall, striking and fielding) and the equipment they use. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b><u>GYMNASTICS</u></b> - In this unit children focus on relationships between performers and timing in small group sequences. They have opportunities to use music with their sequence, and to choose their own apparatus and design a simple layout. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>

## **The role of the Head(s) of Physical Education.**

The **Heads of Physical Education** will:

### **Promote Physical Education**

- review regularly the school's **Physical Education** scheme of work and policy, to ensure that they meet the requirements of the school, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in **Physical Education**.
- Keep up to date on developments in the teaching of **Physical Education** and attend professional training when appropriate.
- Provide a range of high quality resources.
- Encourage teachers to continually improve the quality of their teaching to that of the best within Repton Abu Dhabi.

### **Monitor Quality**

- Monitor continuity and progression in **Physical Education** by consultation with colleagues and observation of pupil's work
- Monitor the provision of resources for **Physical Education**.
- Have an overview of teaching **Physical Education** in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

### **Guide**

- Lead training to support the teaching of **Physical Education**: the development of a scheme of work; the development of skills; the development of an understanding of the place of **Physical Education** in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
- Support less confident colleagues.

## **Role of the TAs**

Each class TA will be tasked with helping behaviour management.

They will also be used to watch and advise the children based on the **WALT (We Are Learning To)** and **WILF (What I'm Looking For)** of the lesson. This will give students the chance to show work to two teachers who can assist in their development.

The TA will also be in charge of taking any students to the Nurse should an accident happen.

## **Resource Management**

Materials, equipment and resources for **Physical Education** are organised to promote effective use by pupils. They are clearly marked or labelled to allow actual or visual access to the children.

Educators demonstrate the ways in which specific materials, tools and processes are organised and pupils are expected to take an increasing level of responsibility for that organisation.

## **Teaching**

Whilst **Physical Education** will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of **Physical Education**.

These activities will take account of children's previous experience in **Physical Education**

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils using WALT (We Are Looking To...) and WILF (What I am Looking For...)

Where the supervision of **Physical Education** activities is delegated to Teaching Assistants, they will have access to training and be able to support pupils effectively.

## **Progression and continuity**

Progression and continuity are ensured by :

- reference to the whole school curriculum map or scheme of work for **Physical Education**
- each educator's awareness of the activities they should be presenting to their pupils and
- how these build on the previous **Physical Education** experience of their pupils.

The scheme of work will be based on the QCA scheme of work for **Physical Education**



## **Assessment and Recording**

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of Key Stage Descriptions for National Curriculum **Physical Education**.

Assessment relates to the learning objectives for each **Physical Education** activity.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year suited to each year group.
- Individual work
- A whole class discussion about work at the end of each stage of its development
- A structured approach based on the QCA key objectives and progress within these.

Recording should be sufficient to note an individual's progress and to provide guidance for future learning and teaching.

## **Special Needs including Gifted and Talented (also incorporating equal opportunities)**

**Physical Education** is a way to communicate and respond to experience. Every child's response is unique, and activities in **Physical Education** are carefully planned, which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the **Physical Education** curriculum.

## **Resources**

Resources will be ordered where feedback was offered on how to continue the development of Physical Education within the school.

## **Funding**

Management for the funding for **Physical Education** is the responsibility of the **Head of Physical Education**, in consultation with the Headmaster and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment and for the acquisition of new resources.

## **Display and presentation**

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

## **Health and Safety**

All pupils will be taught to use **Physical Education (equipment, materials and techniques)** safely and in accordance with health and safety requirements. All adults working with pupils in **Physical Education** will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

## **Repton PE Kit**

Students are expected to wear the Repton School PE uniform for all PE lessons and sports based ECA's:

Blue Repton PE shorts

White Repton PE polo shirt

White socks

Sports trainers

In the event of PE kit being damaged or lost, students are asked to wear a plain coloured alternative until the situation is rectified.

If a pupil does not have PE kit they will either be asked to sit and watch the lesson or where age appropriate they will be asked to take on a non-participation role within the lesson.

## **Repton PE non-participation policy**

Pupils must wear PE kit for all their lessons, unless otherwise asked not to. Continued lack of PE kit consistently over a three week period will result in a letter home to parents to inform them of the school uniform for PE and the importance of their child to wearing the correct kit. If there is still no improvement, the pupil will not be able to participate in PE and will return to class to complete written work. A note from a doctor must be shown if there is a medical reason for the child not taking part in PE.

In all events, the student's welfare is our main concern and should their condition deteriorate they will be sent to the nurse for care. Students will not be forced to physically exert themselves if they are sick and they will be carefully monitored. PE is an important lesson for both social and physical reasons and the PE staff believe that if a student is well enough to attend lessons and break times, they are well enough to take some form of role in a PE lesson.

## SWIMMING AT REPTON ABU DHABI

### AIMS OF SWIMMING

- To provide a meaningful and safe swimming experience for children.
- To reinforce the stated aims of the school in relation to physical education; the personal and social development of children and their health and well being.
- To meet the requirements of the National Curriculum.

Pupils should be taught to:

- Pace themselves in floating and swimming challenges related to speed, distance and personal survival.
- Swim unaided for a sustained period of time over a distance of at least 25m.
- Use recognised arm and leg actions lying on front and back.
- Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

### FS Swimming Curriculum Content

FS Swimming	<p><b><u>Pool safety and hygiene</u></b> - In this unit children will be introduced to pool safety and hygiene. Pool safety will include knowing the rules of the pool; such as no jumping or diving, no running on poolside and understanding how this rules keep us safe. Understanding pool hygiene will include using the “toilet” before the lessons, the importance of drying properly after lessons and not drinking the pool water. Children will be quizzed in lessons to assess their knowledge.</p> <p><b><u>Introducing water confidence</u></b> - In this unit children will focus on improving their water confidence so they are comfortable with getting in the water, they feel confident moving around the pool in a variety of different ways, and submerging their head underwater. Children will be given the opportunity to improve their water confidence through a variety of activities and small games working both individually and in small groups.</p> <p><b><u>Understanding and using key words</u></b> - Key words will be highlighted by teachers during the swimming lesson and displayed on the WALT and WILF board. Children will be encouraged to learn and use key words during discussions and self/peer-assessment tasks.</p> <p><b><u>Safely using age appropriate swimming pool equipment</u></b> - Children will be introduced to a variety of school appropriate pool equipment in lessons to use age appropriate pool equipment. Teachers will demonstrate and explain how to use the equipment safely; children will then be expected to demonstrate a safe use of the equipment in lessons.</p>
----------------	--

	<p><b><u>Stroke technique and development</u></b> - In this unit children will be introduced and learn basic body shapes related to frontcrawl and backstroke, as pencil shape (on their front and back), streamline etc. Children will be given the opportunity to improve, develop and refine their technique using a variety of swimming equipment. Activities will allow children to watch and assess performances as well as understand how improving their technique will allow them to swim more efficiently.</p> <p><b><u>Submerging</u></b> - In this unit children will be given the opportunity to progress their submerging skills. Through individual and group activities and games children will learn to put their face in the water and fully submerge underwater to retrieve objects from the bottom of the pool. Progressing to swimming underwater to retrieve multiple objects and swimming through hoops.</p> <p><b><u>Buoyancy</u></b> - In this unit children will progress their buoyancy skills. Children will practice a variety of floats; including star, mushroom and pencil floats on both front and back. They will also be given the opportunity to watch and assess performances during lessons.</p> <p><b><u>Push and glide</u></b> - Children will progress their push and glide technique so that they are confident performing a push and glide on the surface and underwater both on the front and back. Children will understand the correct body position and technique required for a good push and glide. They will also be given the opportunity to watch and assess performances during lessons.</p>
--	---

### **KS Swimming Curriculum Content**

KS Swimming	<p><b><u>Pool safety and hygiene</u></b> - In this unit children will learn about pool safety and hygiene. Pool safety will include knowing the rules of the pool; such as no jumping or diving, no running on poolside and understanding how these rules keep us safe. Understanding pool hygiene will include showering before and after lessons, the importance of drying properly after lessons and not drinking the pool water. Children will be quizzed in lessons to assess their knowledge.</p> <p><b><u>Improving water confidence</u></b> - In this unit children will focus on improving their water confidence so they are comfortable with their face in the water, they feel confident moving around the pool in a variety of different ways, and submerging their whole body underwater. Children will be given the opportunity to improve their water confidence through a variety of activities and small games working both individually and in small groups.</p>
----------------	---

**Understanding and using key words** - Key words will be highlighted by teachers during the swimming lesson and displayed on the WALT and WILF board. Children will be encouraged to learn and use key words during discussions and self/peer-assessment tasks.

**Safely using age appropriate swimming pool equipment** - Children will be given the opportunity in lessons to use age appropriate pool equipment. Teachers will demonstrate and explain how to use the equipment safely; children will then be expected to demonstrate a safe use of the equipment in lessons.

**Stroke technique and development** - In this unit children will learn and develop their technique for the 4 competitive strokes; frontcrawl, backstroke, breaststroke and butterfly. Lessons will focus on the 5 key areas: body position, leg kick, arm stroke, breathing and timing. Children will be given the opportunity to improve, develop and refine their technique using a variety of swimming equipment. Activities will allow children to watch and assess performances as well as understand how improving their technique will allow them to swim more efficiently.

**Submerging** - In this unit children will be given the opportunity to progress their submerging skills. Through individual and group activities and games children will learn how to fully submerge underwater to retrieve objects from the bottom of the pool. Progressing to swimming underwater to retrieve multiple objects and swimming through hoops.

**Buoyancy** - In this unit children will progress their buoyancy skills. Children will practice a variety of floats; including star, mushroom and pencil floats on both front and back. Children will progress their skills in order to link 2 or more floats together. They will also be given the opportunity to watch and assess performances during lessons.

**Push and glide** - Children will progress their push and glide technique so that they are confident performing a push and glide on the surface and underwater both on the front and back. Children will understand the correct body position and technique required for a good push and glide. They will also be given the opportunity to watch and assess performances during lessons.

**Waterpolo** - In this unit children will learn the basic skills of waterpolo including: throwing, catching, scoring, goalkeeping and rules. Through activities and small games children will be able to develop their waterpolo skills in order to play a small-sided match. In waterpolo, children think about how to use skills, strategies and tactics to outwit the opposition.

**Synchronised swimming** - In this unit children will learn the basic skills of synchronised swimming. Using their knowledge of buoyancy and submerging

	<p>combined with skills learnt from dance in physical education lessons they will create a short routine in groups. Children will focus on what makes an aesthetic performance and how to create a routine based on a theme/stimulus.</p> <p><b><u>Lifesaving</u></b> - In this unit children will learn basic lifesaving skills. Lessons will be based on the Rookie Lifeguard skills awards and will focus on personal survival, wading, throwing and reaching rescues and the recovery position. Children will understand the importance of staying safe when near water and how to act in an emergency.</p> <p><b><u>Competitive skills</u></b> - In this unit children will learn competitive swimming skills such as in-water starts, turns and relay takeovers. These skills will be linked to and progress from stroke technique so children can understand how to compete effectively in a race situation. Children will be given the opportunity to watch, practice and assess performances to improve and refine technique.</p>
--	--

## **ORGANISATION**

Swimming is timetabled to run throughout the school year for children across the Foundation stage and Key Stage 1. Children, therefore, have the opportunity to develop and improve their swimming throughout the primary phase. Swimming lessons take place at set times placed into each class timetable at the beginning of the year and do not change.

## **EQUAL OPPORTUNITIES**

All children have equal access to the Swimming Curriculum regardless of race, gender, creed or ability, in line with the school's policies on Special Education Needs [SEN] and Able, Gifted and Talented [AGT] children. This policy pays due regard to the Disability Discrimination Act. Equal access to all aspects of the swimming programme will be available to all children. Any child with special educational needs will participate in all activities as far as possible according to his/her abilities, in consultation with the Special Needs Co-ordinator (SENCo), parents and any Special Needs personnel. If for any reason it is not possible to provide swimming for a child then alternative, appropriate activities will be provided.

## **ROLES AND RESPONSIBILITIES**

### **Swimming Teacher**

- The welfare of children in changing room.
- Teaching groups of children
- Overall maintenance of good discipline
- Counting children into and out of the building and recording these numbers so they are visible.
- Marking the attendance register.
- Ensuring the water safety of all children and maintain a safe working environment.
- Provide lesson plans for other adults taking swimming groups.
- Record children's achievement.
- Confirm attendance levels and any relevant medical information with the class teacher.
- Make arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Adhere to health and safety requirements.

### **Teaching Assistant**

- The welfare of specific children in changing room and shower area.
- Supervision and oversight of designated child
- Ensuring the child understands and follows instructions.
- Consult with the accompanying teacher and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Adhere to health and safety requirements.

### **The swimming teacher will:**

- Be qualified to teach swimming.
- Obtain a life saving award recognised by Health and Safety Unit.
- Possess a relevant First Aid certificate.
- Organise classes according to:
  - Class numbers.
  - Pupil ability.
  - Numbers of teachers/adult helpers.
- Organise self and children:
- Ensure children know the procedure for start/end of lesson, their grouping and assigned area of pool and teacher.
- Give plans to the accompanying teacher so that they know work to be covered.
- Provide lesson notes for each teacher and group.
- Consult with the accompanying teacher and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Have all equipment ready and in the correct place in the teaching area.

- Make sure all children and teachers know safety drills.
- Organise patterns for working:
- Buddy system.  
Waves either widths or lengths.  
Circuits.  
Groups – static/rotating.  
Combinations of any of above.  
Make best use of available space using dividing ropes where appropriate.

## **HEALTH AND SAFETY**

The following summary identifies the key features with safety in swimming:

### **DUTY OF CARE**

The duty of care for pupils involved in swimming remains at all times with the accompanying teacher.

### **MEDICAL CONDITIONS**

There must be an alerting mechanism/procedure in place for children at risk, e.g. coloured wristbands/hats or a pair of seeing eyes. Different needs will require different courses of action and may require safety arrangements. These arrangements must be clearly understood by all supervising adults. This will be specified in a risk assessment undertaken for children at risk.

### **ARRIVAL AND DEPARTURE**

Children should always enter and leave the swimming pool area under supervision and be counted into and out of the swimming pool area.

Swimming pool main doors locked at all times and opened by the teacher on arrival of the first swimming class.

Once the last class has finished, changing rooms are checked and main doors are locked.

Swimming pool main doors are always locked unless a Teacher is present in the swimming pool.

### **CHANGING ROOMS**

Encourage good behaviour in the changing rooms. This will not only ensure the safety and well being of pupils but will also help to set the tone of the lesson.

For the safety of the individual and the group, no jewellery of any kind is to be worn in the water. It may be necessary to agree procedures relating to children who wear jewellery for religious purpose or who wear Medi-alert bracelets or similar items.

Remind the children to attend to their personal and toilet requirements and to be clean before entering the pool.

The Teaching Assistant (TA) will undertake supervision and changing of pupils.

All TAs for Foundation Stage are female as requested by ADEC.

Female Swimming Teachers may assist with the changing but at least one Swimming Teacher must remain on poolside for Health and Safety reasons.

The Teachers on poolside will oversee those children going to the toilets and the lining up of the class at the end of the lesson.

Where possible, the Class Teacher should come down at the end of the lesson to help with the final stage of changing, lining up of the class and returning to the classroom.



## **INSTRUCTOR/TEACHER RESPONSIBILITIES AND DUTIES**

The school is responsible for undertaking a periodic risk assessment of the school's swimming provision. This should be carried out by the Swimming Teacher.

When making decisions about pupils with special educational needs, schools need to ensure that the law relating to SEN Disability Act is followed whereby schools take all reasonable steps to avoid discriminating against pupils on the grounds of their disability.

Suitable clothing and appropriate footwear should be worn. Ensure all children are suitably attired. It is recommended that girls wear a one-piece swimsuit and boys wear swimming trunks or appropriate swimming shorts. Provision must be made for alternative attire for minority ethnic pupils when a request is made. Oversee the use of swimming caps – these are worn for pupils' safety, hygiene and clear identification. All pupils must wear a swimming cap. No hat, no swim.

Make sure that the children are aware of the pool depth.

Know the location and function of safety equipment – the telephone, and first-aid box.

Know the Normal Operating Procedures of the pool and Emergency Action Plan arrangements.

Ensure that the pupils understand and regularly practice their response in an emergency.

Check the condition of the all equipment for safety.

Be able to contact pool staff immediately in the event of any emergency.

## **FIRE ALARM**

Should the fire alarm sound, all children will exit the swimming pool immediately and line up in one straight line by the fire exit.

The TA and one Swimming Teacher will make sure all children have their shoes on and towel around them and await further instructions.

The Class Teacher does not come to collect their class. They will exit the building and speak to the Head of School, explaining that their class is in the swimming pool.

The class will leave the pool via the fire door exit (right) and line up in the designated area. If it is a false alarm - Asanka or Maintenance will inform the teacher before they leave the pool. Children and teachers will wait inside the pool by the fire exit door until further instructions are given.

## **EMERGENCY DRILL**

This will need to be clearly understood by all children and should be practiced regularly.

They should be taught how to attract the Teacher by shouting or waving.

Whistles are to be used strictly as a safety aid, not as a teacher aid and only in case of emergency.

Special arrangements may be required, eg flashing lights may be appropriate for hearing-impaired children or a buddy system.

The whistle drill for each pool should be in accordance with the drill in the pool's Normal Operating Procedures.

### **THE RECOMMENDED EMERGENCY DRILL PROCEDURE IS:**

- One short blast
  - Children stop and listen, hands raised in the air.
- Two short blasts
  - call the attention of another pool staff.
- Three short blasts
  - indicate that a lifeguard is taking emergency action.
  -
- One long blast – Clear the pool. All pupils to climb out of the pool immediately and sit/stand by the nearest wall.

The swimming instructor/lifeguard nearest to the incident effects the necessary action.

The TAs and second teacher are responsible for the children on the poolside.

If a swimming instructor or lifeguard enters the water, the remaining pupils should be taken into the changing rooms.

The pupils should be taught the meaning of one short blast and one long blast – they do not need to know two and three blasts.

Clear procedures will need to be put in place for pupils who cannot distinguish between the two types of blast, eg A Buddy System.

This drill should be known and understood by all accompanying staff.

## **LESSON ORGANISATION**

Children should be familiar with routine procedure when entering the pool area – for example, they should know exactly where to stand, sit or line up. No child should be allowed to enter the pool area or water until told to do so. Staff will be expected to promote positive behaviour management at all times. Appropriate provision will need to be made to support pupils in water where their needs indicate. The instructor and teacher will need to adopt a position on the poolside such that all pupils in her or his care are constantly visible. There are many advantages to children working in pairs.

It encourages co-operation and confidence, assists in class management and provides an additional safety check, with the children adopting some responsibility for their partner's well being.

The following factors need to be considered when determining teacher/instructor pupil ratios:

- The age of pupils.
- The range of their swimming ability. This should be known by the teacher and instructor and each new pupil should be checked at the first lesson in shallow water.
- The ability of pupils to comprehend instructions including their command of the language in which the lesson is taught.
- How any difficulties will be overcome.
- Any physical disabilities or learning difficulties.

The following ratios recommendations:

12:1 Non-swimmers/beginners – young children [including nursery and primary aged children] or adults being introduced to swimming.

20:1 Improvers – swimmers of a similar ability to each other who can swim at least 10m competently and unaided on their front and back. It is recommended that the lesson be confined to an area of the pool where pupils are not out of their depth.

20:1 Competent swimmers – those swimmers who can swim at least 25meters competently and unaided on front and back and can tread water for two minutes.

- N.B. For pupils in school Years 3 and below, the ratio outlined above should be increased.

It is very difficult to give definitive advice on the ratio of pupils to teacher when a child has special needs, as they do not form a homogenous group. A rigorous risk assessment of the individual child relating to their special need must be undertaken. This should be used to determine appropriate supervision. Care must be taken to ensure that there are sufficient helpers in the water to provide a 1:1 ratio for those needing constant support and a sufficient number of other helpers to provide the degree of support demanded by the range of disabilities within the group. There are national organisations for specific disabilities from which further guidance may be obtained.

## **ASSESSMENT AND RECORDING**

The swimming ability of the children will be assessed at the beginning of the year by the swimming instructor and recorded. Records will be kept of the progress of individual pupils throughout the year. Certificates and stickers are used to reward children's achievements.

### **Review procedures**

The school's **Physical Education and Swimming** policy will initially be reviewed after one year and afterwards when:

- Two or three years has elapsed (or another period as agreed by the school)
- A new Head of Physical Education is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example
- There is an impending Inspection

### **Repton Swimming Kit**

Students are expected to wear the Repton School Swimming kit for all lessons and for Swimming ECA's:

Yellow swim hat

Goggles

Navy Swimming trunks / suit

Towel

Pool suitable shoes (flip-flops, crocs etc) in case of fire alarm.

Due to health and safety, if students do not bring hats, they may not be allowed to participate in the lesson.

### **Repton Swimming non-participation policy**

Pupils must wear swimming kit for all their lessons, unless otherwise asked not to. Continued lack of Swimming kit consistently over a three week period will result in a letter home to parents to inform them of the school uniform for swimming and the importance of their child swimming and that it is a highly important life skill. If there is still no improvement, the pupil will not be able to participate in swimming and will return to class to complete written work. A meeting with the parents will also be arranged to discuss the matter further and find a suitable arrangement.

If a student attends the swimming lesson with no swimming kit or Doctors note, they will then be required to take part in 'non active' activities during playtime.

If a student is unable to participate in the swimming lesson due to a short-term illness they will remain at the side of the pool with the teacher or the teaching assistant. If a student has been advised to miss swimming for a number of weeks, a Doctors note must be provided which states the specified rest period. If the student is excused for more than three continuous weeks, arrangements should be made for the student to attend another classroom in the year group and complete classwork provided by the teacher.

In all events, the student's welfare is our main concern and should their condition deteriorate they will be sent to the nurse for care. Students will not be forced to physically exert themselves if they are sick and they will be carefully monitored. Swimming is an important lesson for both social and physical reasons and the Swimming staff believe that if a student is well enough to attend lessons and break times, they are well enough to take some form of role in a swimming lesson.

Reviewed Date: January 2018

Date of next review: January 2019