

St Thomas' C of E Swimming Overview Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best Geography curriculum for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct. Copies of these policies and procedures can be accessed via the **All MAT Staff** area on Teams.

Aims & Principles

The aim of this policy is to explain how our Swimming Policy is implemented at St Thomas' C of E Academy.



Implementation

Saint Thomas' C of E Primary Academy SWIMMING Planning Pathway

By the time a learner leaves the school, in Swimming, they will be able to:

-  **Swim over 25m and keep swimming for 45 to 90 seconds, using 3 different strokes.**
-  **They will swim confidently and fluently on the surface and under water.**
-  **They will be able to meet water safety challenges, suggest activities and practices to improve their own and others performance**

AIM: In this unit pupils will learn and develop specific techniques for all strokes in order to improve confidence and performance. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all swimming activity, pupils will engage in performing and improving their skills and personal bests in relation to time.

PRIOR LEARNING	LANGUAGE FOR LEARNING/ICT/CITIZENSHIP	RESOURCES
There will be a wide range of prior experience ranging from absolute non-swimmers to elite performers. Students will be grouped according to ability to ensure that all tasks provide an appropriate learning challenge.	Pupils will be able to understand and use words relating to swimming, e.g. breaststroke, front crawl, back stroke, butterfly, leg and arm action, head position, breathing and pacing. Lifesaving terminology. Opportunities for pupils to record results. Observe correct technique. Communication; Speaking & Listening. Cooperation; Working together.	Stopwatches equipment. Floats

Key Concepts and Processes:

Accurate Replication Pupil will be introduced to basic swimming skills and develop an accurate replication. Pupils will develop the skills of breaststroke, front crawl, backstroke, butterfly and basic survival/lifesaving skills. Pupils should understand that different events demand different skill techniques and be able to adapt their skills to the needs of the event. Students should be able to describe the elements of each stroke.	Developing Physical and Mental Capacity Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognize that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupil's physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of motion through water in terms of speed, linear motion, streamlining and drag.	Developing Skills/Performance Pupils will build upon previous knowledge to develop confidence in the skills necessary to perform and achieve in range of strokes. To gain a baseline experience in all strokes in order to record a time for each. In all events, demonstration of accurate technique and related performances will be assessed.
Making and Applying Decisions Pupils will develop and refine skills in order to employ the most relevant techniques. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.	Making Choices About Healthy, Active Lifestyle Highlight the benefits of swimming based activity to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names.. To understand the type of fitness needed to perform at a high level.	Evaluating and Improving Pupils will gain knowledge of the nature of swimming activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets/observation for events. Success criteria conveyed through recording times and technical observation. Appropriate questioning on teaching points of the skills and processes developed.
Cross Curricular Links: Literacy (key words), Citizenship (Co-Operation), Science (muscle names, bodily functions and healthy lifestyle consequences), Mathematics (calculating distances, timing swims, collating data & comparing recordings against other bests)		Assessment: Q & A, Summative assessment.

Extension & Enrichment School will: • provide links to local community-based clubs	Expectations After carrying out the activities and core tasks in this unit most pupils will: use sound basic techniques in breaststroke, front crawl and backstroke; apply a good knowledge of basic principles to each; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved some pupils will not have made so much progress and will: use basic techniques whilst swimming on front and back; may require float support to complete set distances; identify some basic principles related to technique; set themselves goals, which they achieve; warm up and cool down safely with guidance;
Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: • leg kick • arm action • breathing • head position Speaking and listening – through the activities pupils could: • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems	recognise effective performance and identify some of the factors which make it effective; select, with help, aspects that they need to practise some pupils will have progressed further and will: use refined techniques in a main strokes of breaststroke, front crawl and backstroke; have a basic ability to perform butterfly; have a basic ability to perform tumble turn; demonstrate a good understanding of the principles of effective swimming performance; focus their efforts on specific aspects of their technique; show a clear idea of what they can achieve and know how to practise to meet their goals; explain how warming up and cooling down help performance; have a good understanding of the way to perform in events; help others to improve by giving effective, focused feedback



By the end of this unit a pupil will reach level:

1 Can perform simple water confidence skills. Can explore some of the basic principles of swimming on front and back. Use their bodies to develop control using rotation. Can begin to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.
2 Can travel on front and back for 5m using an aid and can swim a width of the pool without stopping. Applies a reasonable knowledge of the underpinning principles related to swimming. Can describe parts of their performances that are effective and explain what they can improve with practice. Can describe the effects of swimming exercise on their body. Applies basic safety principles.
3 Can travel on front and back without an aid for 1 width and can start to swim recognizable strokes. Demonstrates clear replication of techniques in three main strokes. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
4 Can link skills and techniques by starting to breathe to the side accurately; performance shows precision, control and fluency and can swim a length of the pool. Has the ability to provide feedback on other performance. Good understanding of warm up is evident and links to healthy lifestyle can be made.
5 Can select and combine their skills, techniques and ideas and will apply a touch turn on the front appropriately and may attempt a backstroke turn (touch turn). Good understanding of warm up evident and the student has the ability to correct their own faults.
6 Can select and combine skills and can start and turn for all 3 strokes consistently and with prevision, fluency and control. May offer a width of butterfly. Can adapt and change technique and identify ways to improve including tactics and strategies. Excellent understanding of warm up and training principles in order to develop performance.
7 Pupils can consistently distinguish between the 4 strokes and will select and combine advanced skills and techniques accurately. May offer 2 strokes with speed ad precision. Can demonstrate basic life saving and personal survival skills. Have the ability to inform and guide other learners providing feedback and technical advice.



Units of learning	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
	All strokes to be taught using BLABT (Body, Legs, Arms, Breathing, Techniques)		
1	Assessment of starting ability. Swimming on front; students to understand the action for front crawl	Push and Glide; No. of strokes to complete a width; Front Crawl 5 min swim; Use of float; Legs only; Arms only; Single arms; Racing; Mushroom Float	Less able: Safe entry, push & glide, float & rotate More Able: set distance/time targets
2	Swimming on back; students to understand the action for back crawl	Push and glide; Spotting the side; Single Arms; No. of strokes challenge; Use of float; Legs only; Arms only;	Less able: Safe entry; float on back; back paddle; back paddle roll to front More Able: set distance/time
3	Breaststroke; students to understand the action for breaststroke	Push and Glide; No. of strokes to complete a width; Breaststroke 5 min swim; Use of float; Single arms; Legs only; Arms only; Racing; Underwater Swim	Less able: Kick on side and holding side; More able: set distance/time
4	Front Crawl & Back Crawl; students to develop technique for front and back crawl	Width swimming; Breathing patterns; Task Cards; pair work with partner observation	Less able: Static breathing drills; Shorter distance between breaks: More able: greater distance more technical feedback
5	Breaststroke; students to develop technique for front and breaststroke	Width swimming; Breathing patterns; Task Cards; pair work with partner observation	Less able: Static breathing drills; Shorter distance between breaks: More able: greater distance more technical feedback
6	Front Crawl & Back Crawl; students to develop technique for front and back crawl	Width swimming; Breathing patterns; Task Cards; pair work with partner observation; forward rolling	Less able: can complete a roll in water More able: Introduction of Tumble turn and race turn and successfully push out of wall
7	Breaststroke; students to develop technique for front and breaststroke	Width swimming; Breathing patterns; Task Cards; pair work with partner observation	Less able: focus on timing of stroke, shorter distances More able; Introduction of Race turn

8	Butterfly; students to understand the action for butterfly	Dolphin dives and bounce off pool bottom; Dolphin Leg action; timing or arm stroke; breathing patterns;	Less able: Use of float More able: greater distance
9	Assessment	Stroke Timing and Free Swim	
10	Water Polo; students gain an understanding of basic principles involved in water polo	Dribbling ball; passing ball; shooting; rules of sport	Less able: Allowed to touch floor More able: Condition challenges
11	Survival; students gain basic understanding of personal survival techniques and basic lifesaving	Tread Water; Mannequin rescue; rescue with clothes; HELP position	
Throughout	To demonstrate an accurate replication of techniques across the range of strokes To show an understanding of the rules in each event To understand the links between swimming activities and health related fitness.	Teacher records timings in each stroke. Teacher asks question that provide formative assessment opportunity.	

