

# Complete Guide to PRIMARY SWIMMING

*Teaching strokes and  
skills in a safe and fun  
environment*



John Lawton

# Complete Guide to **PRIMARY SWIMMING**

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Complete Guide to Primary Swimming



**John Lawton**



**Human Kinetics**

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# How to Use This Book

**C**omplete Guide to Primary Swimming is designed to support the teaching of swimming in schools. The model for teaching swimming in UK schools varies considerably. Some schools use external qualified swimming teachers, some use a combination of external qualified swimming teachers and schoolteachers and some use schoolteachers only. Although this book is targeted towards schoolteachers with limited knowledge and experience in the teaching of swimming, experienced swimming teachers in schools and recreational settings can benefit from the easy-to-follow structure that this book provides and that is sometimes missing from learn-to-swim programmes.

The importance of learning to swim is widely recognised throughout society. Most parents and schools consider swimming to be an essential life skill. However, the teaching of swimming is often viewed as a complicated process, and many schoolteachers question their ability to deliver an effective swimming programme. *Complete Guide to Primary Swimming* aims to demystify this process and to provide a clearly defined series of steps that, if followed, will enable teachers to teach effectively and learners to develop a range of skills in a safe and fun environment. Underpinning this goal is a belief that schoolteachers already have a range of skills and an expertise that can be transferred to the pool environment with great success.

## Developmental Units

Designed as a practical guide, this book is made up of developmental units. Unit 1 deals with planning. It provides clear guidance on important considerations before a swimming programme is introduced, which is

especially helpful for schools introducing swimming into the curriculum for the first time. A guidance checklist provides an easy mechanism to ensure that all the major aspects have been considered.

Each subsequent unit contains easy-to-follow, sequential activities supported by teaching tips. Each unit has a number of clearly identified outcomes and a checklist to ensure that all the key skills have been achieved before moving to the next unit. Because the activities build on skills developed in previous units, your swimming programme should follow the units in the order listed. This logical and progressive structure ensures that swimmers develop a range of skills that underpin and complement the learning of the four major swimming strokes. A mix-and-match approach may lead to omitting some key skills, which may have a direct effect on skills developed later in the programme.

Note that each developmental unit does not correspond to one lesson. You can develop specific lesson plans only after considering the needs of the learners and the teaching environment. It is likely that each unit will cover a number of lessons; the exact number will vary according to many factors, such as the ability of the learners, the length of the sessions and the effectiveness of the teaching. However, it is not always necessary to start at unit 2, particularly if swimmers have had some previous experience. Use your own professional judgement along with the checklist that appears at the end of each unit. For example, if the swimmers are considered good enough to start at unit 4, use the unit 3 checklist to ensure that they can complete the full range of skills required by that point. If they cannot complete the required skills, spend time revising and ensuring that all the skills have been learned before moving to unit 4.

## Appendix

The appendix provides sources of additional information for further guidance and support, including the following:

- Pupil-to-teacher ratios
- Incentive awards
- Equipment and teaching aids
- Useful contacts

## Links to the National Curriculum

Throughout each unit, links are made to the National Curriculum for Physical Education (NCPE) for England, key stages (KS) 1 and 2. (The *NCPE Handbook* is available to purchase from the Department for Education, Publications Department, Castle View House, East Lane, Runcorn, Cheshire WA7 2GJ, or it can be downloaded from [www.education.gov.uk](http://www.education.gov.uk).) Although the NCPE is the main focus for these links, additional links to personal, social and health education (PSHE) are made. Teachers should also look for links that can be made with other curriculum areas.

The NCPE identifies four aspects of teaching and learning that are necessary during each key stage of learning:

### Key Stage 1

1. Acquiring and developing skills
  - a. Exploring basic skills, actions and ideas with increasing understanding
  - b. Remembering and repeating simple skills and actions with increasing control and coordination
2. Selecting and applying skills, tactics and compositional ideas
  - a. Exploring how to choose and apply skills and actions in sequence and in combination
  - b. Varying the way they perform skills by using simple tactics and movement phrases
  - c. Applying rules and conventions for different activities
3. Evaluating and improving performance

- a. Describing what they have done
  - b. Observing, describing and copying what others have done
  - c. Using what they have learnt to improve the quality and control of their work
4. Knowledge and understanding of fitness and health
    - a. Recognising the importance of being active
    - b. Recognising and describing how their bodies feel during different activities

### Key Stage 2

1. Acquiring and developing skills
  - a. Consolidating their existing skills and gaining new ones
  - b. Performing actions and skills with more consistent control and quality
2. Selecting and applying skills, tactics and compositional ideas
  - a. Planning, using and adapting strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
  - b. Developing and using their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
  - c. Applying rules and conventions for different activities
3. Evaluating and improving performance
  - a. Identifying what makes a performance effective
  - b. Suggesting improvements based on this information
4. Knowledge and understanding of fitness and health
  - a. Knowing how exercise affects the body in the short term
  - b. Warming up and preparing appropriately for different activities
  - c. Knowing why physical activity is good for their health and well-being
  - d. Knowing why wearing appropriate clothing and being hygienic is good for their health and safety

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## Programme of Study

Within the context of swimming activities and water safety, the programme of study can be delivered at KS1 (normally 5–7 years) and/or KS2 (8–11 years). However, a best practice would be to have a swimming programme that covers both key stages.

The programme of study for swimming activities and water safety as described in the NCPE is as follows:

1. At KS1, swimmers should be taught to
  - a. move in water; for example, jump, walk, hop and spin, using swimming aids and support.
  - b. float and move with and without swimming aids.
  - c. feel the buoyancy and support of water and swimming aids.
  - d. propel themselves in water using different swimming aids, arm and leg actions and basic strokes.
2. At KS2, swimmers should be taught to
  - a. pace themselves in floating and swimming challenges related to speed, distance and personal survival.
  - b. swim unaided for a sustained period of time over a distance of at least 25 metres.
  - c. use recognised arm and leg actions whilst lying on the front and the back.
  - d. use a range of recognised strokes and personal survival skills such as front crawl, backstroke, breaststroke, sculling, floating and surface diving.

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The National Curriculum (NC) is a minimum entitlement, but this book aims to take swimmers beyond the minimum to ensure that they are able to complete the four recognised strokes and a range of skills with confidence whilst also being comfortable in and around water.

The NC is developed by and is the responsibility of the Department for Education. The information provided in the previous text is taken from the revised NC dated September 2000.

## National Curriculum Review

At the time of this writing, the Department for Education has embarked upon a review of the NC, and changes are anticipated for September 2014. A revised curriculum will not affect the relevance and validity of the progressions and activities contained within *Complete Guide to Primary Swimming*, although specific links between the activities and the requirements of the NCPE may need to be reviewed.

## Time to Get Going

*Complete Guide to Primary Swimming* is a practical book that you should take to and use on the poolside. Time for the planning of swimming lessons can be limited; therefore you can use this publication as a constant source of reference.

The ability to swim is a gift that all children should be given; this life skill will open up endless opportunities to enhance each child's quality of life. This guide will assist all those involved in the teaching of swimming to provide a safe and stimulating programme that will provide the platform for ongoing future development.

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### Outcome 8.2

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# Planning

## OUTCOME

At the end of this unit, you should be able to meet the following outcome:

**1.1:** Develop a whole-school approach to teaching swimming.



**E**ffective planning contributes significantly to the quality of your programme. Whilst classroom teachers are familiar with the key aspects of planning, swimming presents its own unique challenges. For example, swimming often takes place off site in a facility that is owned or managed by a third party. In such cases, close collaboration with the management is essential to ensure that appropriate provisions are made and that any potentially conflicting demands, such as shared school and community use, can be effectively managed. Even when a school has a swimming pool on site or is able to access a pool in another school, you must consider many factors unique to swimming. They are identified in the next section.

Schools, communities and local facilities share many common aspects, and they also have their own particular requirements. Therefore, it is not possible to identify all aspects that should be considered in the planning stage. The considerations discussed in the next section provide you with a basis for whole-school planning and help to ensure that the swimming programme can be delivered in a safe and effective learning environment.

## Developing a Whole-School Approach

In this context, a whole-school approach refers to the way in which the whole school have involvement in the planning of the swimming programme to ensure that learning opportunities are maximised not only within the context of swimming but also in relation to the wider curriculum. In addition, a whole-school approach should develop a clear understanding of the intended outcomes of the swimming programme and the steps required to achieve the outcomes.

The National Curriculum (NC) is in a period of potential change. However, it is currently nonprescriptive in terms of which year groups should attend swimming, and it states merely that a swimming programme should exist at key stages 1 and/or 2. Whilst it is difficult to speculate on any changes that may be made in the future, this aspect is anticipated to remain. When considering which year groups to take swimming, you should take local circumstances into account. For example, some areas may have many children whose parents have taken them swimming from a very early age, whilst other areas may have children who are about to experience swimming for the first time at school. Both of these scenarios can have a significant influence on the type of swimming programme offered and the age at which a swimming

programme may best be delivered. Some schools are in the fortunate position where children may swim every year throughout the primary school, but others have to be more selective because they must effectively use a finite amount of time across all curriculum areas.

In general terms, the nature, content, and duration of a school swimming programme is influenced by a number of factors, including access to a pool, travel distance and travel time, priority placed on swimming in the school, expertise and commitment of the teaching staff and size of the budget allocated to swimming. A school with a pool on site is likely to have more opportunities to develop a comprehensive swimming programme than one that has a considerable distance to travel, although good organisation and good links to other facilities and swimming providers can often make up for difficulties in accessing and travelling to a swimming facility. When planning a school programme, you must also look beyond the school day and explore opportunities that may be available for all learners to continue aquatic activity as part of a local community programme. This will help to enhance the swimming provision available to them.

## Organisation and Delivery

Swimming teachers have discussed the ideal age to introduce young people to a swimming programme at great length without reaching any consensus. A persuasive argument exists for beginning as early as possible as a means of reducing the fear factor, but an alternative argument states that beginning a programme when children already have better developed coordination and a degree of independence has benefits. The characteristics of the local community make a difference, too. If the culture is one where swimming is an integral part of family activity, the need to take young people from a very early age may not be so great. However, if swimming is not an integral part of the culture of the local community, taking children from an earlier age may have benefits. In addition, the facility may be a factor to consider because taking very small children to a swimming pool with limited shallow water is more demanding in terms of the number of support staff required.

## Number of Lessons

What is a reasonable number of lessons to have up to the end of key stage 2? No magic figure exists that indicates how many lessons a



non-swimmer requires to achieve the level of being safe, confident and competent in and around water. However, it is often the case that young novice swimmers will progress more quickly if the programme offered provides regular and frequent opportunities. It is important to recognise that how children learn should take priority over organisational convenience. For example, some evidence suggests that nonswimmers improve more quickly when participating in intensive lessons (for example, three lessons per week over 4 or 5 weeks rather than the traditional weekly lessons). However, for those children who can already swim, a programme spaced over a longer period of time may result in less susceptibility to problems of regression. It is clear that an effective swimming programme includes regular lessons delivered over a significant period of time repeated at different points throughout key stages 1 and 2. For example, it is unlikely that a half-term block delivered once throughout the two key stages will have a significant impact on swimming abilities unless it is part of a comprehensive programme linked to the extended school day or a local community programme. A programme that is planned to meet only the minimum statutory requirements in respect to ensuring that the learners have access to swimming rather than one that meets their specific needs is unsatisfactory for swimmer development and indefensible in terms of the effective use of school time.

## Duration of Lessons

Is the 30-minute lesson, often reduced to 20 to 25 minutes after changing time is factored in, the most appropriate time period for effective learning? For very young people being introduced to swimming and who may find the water and pool environment cold, 20 to 25 minutes may be ideal. However, for older learners who may be competent swimmers, 20 to 25 minutes may not provide the opportunity for a programme that is challenging and meets their particular needs. Subject to the logistics, a school may have different time allocations based on age and ability. For example, it may be that children in years 1 to 3 attend swimming on a weekly basis for periods of around 30 minutes whilst those in years 4 to 6 attend every second week but for 45 to 60 minutes. An additional consideration is travelling time. Depending on where the pool is, a 25-minute lesson could take upwards of 1 1/2 hours. In such circumstances, consider whether it would be a better use of time to have a much longer lesson, perhaps delivered every 2 weeks rather than every week.

## Skills and Expertise for Delivery

Do those involved in the planning and delivery of the swimming programme have the skills and expertise to motivate and improve the children's aquatic ability, or is additional training required? Teaching assistants, parents and secondary students involved in courses such as Sports Leaders may have skills and expertise to complement those available on the school staff and may have some time available to help your swimming programme. In addition, some of them may have specific swimming teaching or coaching qualifications and may be happy to volunteer to assist with the delivery of the school programme, both in and out of school.

In addition, consider the number of staff required to ensure that the size of groups is appropriate to the developmental stage of the learners. Clear evidence exists (Lawton, J. 2007. *Department for Education National Top Up Scheme Review*; published by ASA and Department for Education—see the contacts list in the appendix) that small group size was probably the most important factor in bringing about significant improvement in those previously considered to be reluctant swimmers.

Finally, consider the possibilities of establishing links with other learn-to-swim providers in the community who have trained and qualified swimming teachers. You might use these teachers to support the school swimming programme delivered as part of the school curriculum or as part of the extended day.

## Health and Safety

Schools and other organisations that teach swimming have a duty to consider the health and safety of children. One element of this duty of care is to minimise risk to learners and teachers. Teachers are constantly managing risk in the classroom and the playground; the swimming pool is no different. In simple terms, to minimise risk you are required to do the following:

- Identify possible areas of risk.
- Take steps to reduce the level of risk.

Every swimming pool is required to have pool safety operating procedures (PSOPs) in place that are reviewed on a regular basis. This normally consists of the normal operating procedure (NOP) and the emergency action plan (EAP) for the pool, changing facilities and associated plant

and equipment. The NOP should set out the way a pool operates on a daily basis. It should include details of the layout, equipment, manner of use, user group characteristics and any hazards or activity-related risks. The EAP should give specific instructions on the action to be taken in the event of an emergency. All staff involved in the organisation or teaching of swimming should be familiar with the relevant sections of the PSOPs and they should practise the EAP on a regular basis and record details.

If you deliver a swimming programme at a local leisure centre or similar, you can be almost guaranteed that the PSOP will be in place, although it is appropriate to ask for a copy. Certain aspects will be of little interest (for example, the operation of the plant) whereas other aspects, such as the evacuation procedures, will be relevant. You should identify those aspects that affect you most and ensure that all those involved in the delivery of the programme have all the information that they need. In addition, you should practise some aspects, such as the pool evacuation procedures, to ensure that all staff and learners are aware of what to do in an emergency. When you rehearse the evacuation procedures, you should document this to provide evidence should it be needed.

Other safety-related factors to consider include lifeguards, pool design, water depth, water quality, pool organisation, staffing and pupil-to-teacher ratios.

## Lifeguards

A lifeguard must be available whenever a school swimming lesson is taking place. Ideally the lifeguard is a designated person with an appropriate nationally recognised lifeguard qualification. The publication *Managing Health and Safety in Swimming Pools* (Health and Safety Executive 2003; available in PDF format at [www.hse.gov.uk/pubns/books/hsg179.htm](http://www.hse.gov.uk/pubns/books/hsg179.htm)) states that in certain circumstances, a swimming teacher may fulfil a dual role of swimming teacher and lifeguard, but this role is subject to being trained to carry out a rescue and provide basic life support. This only applies to programmed swimming, which is defined as having a formal structure, disciplined, supervised and continuously monitored from the poolside.

Generally, although not always, if the swimming programme is delivered in a local authority pool or a similar facility, it is a requirement of hire to have one or more qualified lifeguards from the facility in atten-

dance to cover for emergencies. Many teachers prefer this arrangement because it allows them to focus on the teaching without this additional responsibility. However, some pools require all those working on the poolside to have also undertaken some form of safety training in order to provide additional support to the lifeguard. It is essential that you know and implement the exact requirements related to lifeguarding at the facility. Irrespective of the requirements that are in place related to safe supervision, best practice would dictate that all those working on the poolside have some basic training in safety. Prompt and appropriate intervention can often prevent a minor safety issue from developing into something much more serious. If required, most facility providers will be delighted to organise and deliver appropriate safety training to help ensure that the swimming programme is delivered in the safest possible environment.

## Pool Design

Consider the suitability of the general design of the pool area for teaching. Some leisure-type pools (not normally found on school sites but could be in a joint use facility), particularly those with features such as flumes, fountains and wave machines, are not ideal for teaching swimming and, where they are used, may require additional supervision.

## Water Depth

Consider the importance of water depth in relation to the ability and height of the learners. Pools with a large expanse of shallow water have considerable benefits in terms of teaching novice swimmers. Where limited shallow water exists, you'll need to consider how to designate shallow and deep water and take steps to ensure that nonswimmers cannot inadvertently drift into deep water.

## Water Quality

Consider the effects of temperature and water clarity. When teaching young people to swim, it is important to provide an inviting pool environment and warm water. Aim for a water temperature in the region of 28 degrees Celsius. A well-maintained pool will have clear, sparkling water where, even in the deepest parts of the pool, the floor is clearly visible. However, from time to time, the water may become cloudy. If

this occurs to such an extent that you cannot see the pool floor, you should postpone lessons until the matter is rectified.

## Pool Organisation

In many instances, schools have exclusive use of the swimming pool when delivering lessons. However, this is not always the case, particularly where a local authority pool is used. In these instances, the areas to be used by the school and the public must be clearly designated through the use of pool dividers such as lane ropes or portable booms. When working in a shared use situation, some schools have found it helpful to require swimmers to wear particular coloured swimming caps to ensure that they can be quickly and easily identified. In shared use pools, it is also essential to clarify with the management of the facility the exact provision for lifeguard cover and who is responsible for what.

## Staffing

As with all curriculum areas, having a skilled and knowledgeable workforce is essential in terms of the quality of the programme delivered, and it is the head teacher's responsibility to ensure that teachers are competent to carry out their roles safely and effectively. In cases where a combination of external swimming teachers and classroom teachers give lessons, it is important to allocate time to ensure that both parties can contribute to all aspects related to planning and delivery. Combining the skills and knowledge of the schoolteacher with the specialist knowledge of a fully qualified swimming teacher provides the best basis for a successful programme. In some instances, the time given for schoolteachers and swimming teachers to meet is restricted to the 5 or 10 minutes before or after a lesson; this is clearly insufficient. For a successful programme, you must allocate appropriate time to ensure that all aspects of planning and delivery can be fully addressed. See *Duty of Care and Working With the Swimming Teacher* for additional guidance on working with your swimming teacher.

## Pupil-to-Teacher Ratios

Guidelines related to the recommended number of learners for each teacher are often provided by the Local Education Authority (LEA) and by national organisations such as the Amateur Swimming Asso-

ciation (ASA), which is the governing body for swimming throughout England. Such guidelines are usually based on the number of learners considered reasonable for a teacher to manage safely. When determining the number of learners allocated to each member of staff, you should consider factors such as age, ability, size in relation to the pool depth, the expertise and experience of the teacher, the environment in which the teaching will take place and whether there are any specific learning or behavioural difficulties.

Whilst these guidelines are useful when planning and organising the teaching of swimming, they cannot take into account the particular circumstances in which the teacher operates, and actual numbers need to be based on local conditions. Examples of circumstances that might dictate that the ratios be lower than those stated include the following:

- A wide variation in swimming ability
- Language, learning, physical or behavioural difficulties

**While guidelines exist for pupil-to-teacher ratios, the actual numbers need to fit local conditions.**



- A large water area
- Deep water areas into which swimmers with poor ability could stray
- Glare or reflection causing lack of visibility beneath the water surface
- Availability of assistance in the water

For specific details on pupil-to-teacher ratios, see the appendix.

Note that the NC requires all schoolchildren to learn about health and safety and identifying risks and hazards. Helping learners to identify and control risk is an important aspect of this requirement.

## Who Can Teach Swimming?

In schools with a pool on site, it is likely that most if not all of the classroom teachers and many classroom assistants will be involved in the delivery of the swimming programme. Many teaching skills are generic; strategies used in the classroom for areas such as managing behaviour, differentiating tasks, working with different ability groups and planning a learning programme can be transferred to the pool environment with great effect. Other aspects, such as the organisation of a swimming lesson or positioning for effective communication, have some pool-specific applications. However, in many instances the missing ingredient is often not *how* to teach but *what* to teach.

The issue of who can teach swimming is related to competence and may be defined as 'having the skills, knowledge, understanding and expertise necessary to plan, deliver and evaluate the programme' (Whitlam, J. 2012. *Safe Practice in Physical Education and Sport*. Association for Physical Education). Teachers have a responsibility to be able to teach swimming in a safe environment with a sound understanding of the needs and stages of development of all the learners in their care. Therefore, some teachers may have to engage in swimming-specific professional development.

## Duty of Care

Teachers have overall responsibility for learners regardless of who may be actually engaged in teaching them. This responsibility includes lesson content. It equally applies if a school employs an external swimming teacher

either to work largely independently or to work alongside the classroom teacher. In this situation, however, you should maximise the expertise and experience of the qualified swimming teacher, and regular planning meetings will help to ensure that the most appropriate programme is delivered to the learners. The qualified swimming teacher may have considerable experience and expertise in the teaching of swimming but have limited knowledge and understanding of the requirements of the NC.

It is common practice for schools using a local authority pool to buy in the services of one or more swimming teachers provided by the pool. Even in this case, the school must ensure that each swimming teacher is appropriately qualified and is also Criminal Record Bureau (CRB) checked at the enhanced disclosure level. In most instances where an external swimming teacher is used, a level 2 certificate is the minimum teaching qualification required for assuming responsibility for a group of swimmers. Swimming teachers with a level 1 certificate are only qualified to work under the supervision of a level 2 (or above) teacher.

## Working With the Swimming Teacher

In many respects, your external swimming teacher will be your most valuable resource, and therefore it is important that the resource is used to the maximum benefit of the learners and the school. The most effective model for the delivery of swimming in schools is for a qualified swimming teacher to work alongside a qualified schoolteacher or qualified teaching assistant who has also undertaken some training in teaching swimming. This model combines the swimming-specific technical skills and knowledge of the swimming teacher with the generic teaching skills and knowledge of the schoolteacher or teaching assistant in a way that can enhance the teaching and learning process. In addition, a schoolteacher knows most learners by name, has a more detailed knowledge of the learners in general, knows learners' particular needs and is fully aware of the expectations in terms of behaviour. Those schools that take learners swimming, hand them over to the qualified swimming teachers and sit back and just observe should consider carefully whether the expertise and experience available is being used to the best effect. The development of an effective schoolteacher-swimming teacher relationship does not occur by chance; time is required to establish and nurture the relationship to achieve maximum benefits.

Whilst the schoolteacher has overall responsibility for the teaching and learning and for the programme to be followed, it is clearly sensible



to utilise the technical expertise of the swimming teacher to help guide this process. To ensure that the skills, knowledge and expertise of both parties are used to their best effect, you must allocate some time to planning that is over and above a brief exchange of words at the beginning or end of a swimming lesson. All those involved in the delivery of the programme need to be clear about their responsibilities, who they will be teaching and their stage of development, the content that will be taught, how it will be delivered and the expected outcomes of the group that they are teaching.

If you are a schoolteacher who is new to teaching swimming, it may be helpful to initially work in a supporting role alongside a more experienced teacher who can serve as a mentor whilst you gain confidence in the *how* and *what*. As your confidence grows, you can gradually increase your responsibilities in planning and delivery.

## Additional Adult Support

The section titled Organisation and Delivery referred to the use of external adult support such as parents. Many schools have a strong tradition in encouraging this type of external help and support, largely through the use of unqualified volunteers. Support of this nature is often used in two ways: to act as an observer and provide an additional pair of eyes or to assist with the teaching process. Regardless of the role you plan for the additional support to play, you should ensure the following:

- They fully understand the role that you wish them to carry out; it is usually in a supporting capacity.
- They have the skills and knowledge required to carry out the role, and appropriate training has been provided if it is necessary.
- You have discussed expectations in areas such as content, behaviour and discipline.
- The supervising teacher has the skills and knowledge to effectively manage and direct additional adult support.
- If support materials are required, these have been provided in advance of the lesson to guide the adult support in the areas to be covered.

Whilst many volunteers will not have recognised swimming-related qualifications, they can still bring value to the school swimming pro-

gramme. Some volunteers may have transferable skills, knowledge and expertise from other areas or may have experience assisting with swimming outside of the school environment. Alternatively, the school may encourage volunteers to engage in swimming-specific professional development opportunities or provide on-the-job training.

## Teaching From the Poolside or in the Water

In most circumstances the recommended teaching position is from the side of the pool, because it provides the best position to oversee the whole group in terms of safety and to provide appropriate feedback on the performance of each learner in the group.

However, opinions vary with regard to the teaching of nonswimmers and in certain circumstances, subject to carrying out a risk assessment, learning might be enhanced through the provision of support

Teaching in the water can be helpful for providing additional support.

