

Swimming and water safety in the national curriculum

Planning the lesson

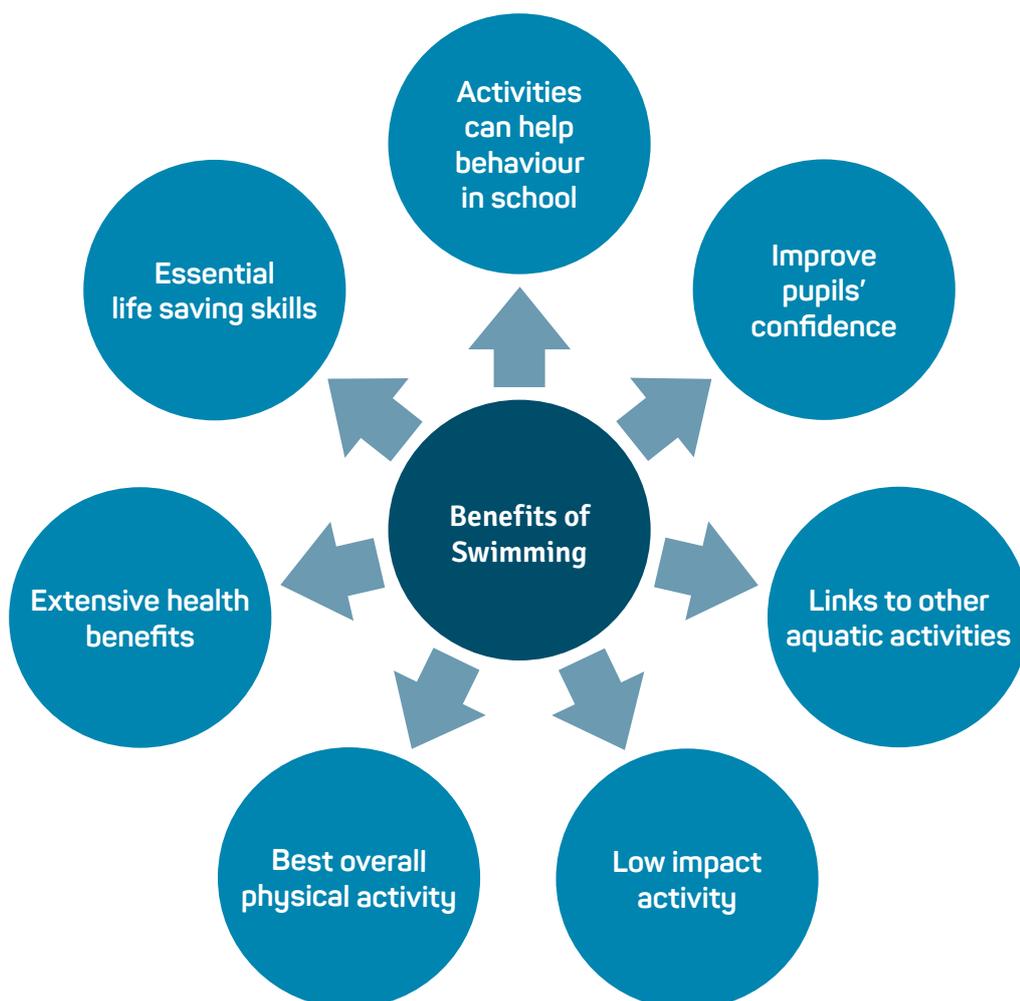
Planning the lesson

This information is designed to support schools, school teachers, school swimming providers and swimming teachers who organise and deliver swimming and water safety as part of the national curriculum.

Teachers have their own ways of motivating and engaging their pupils and this resource can be used as a guide to support the process, for those looking to improve their knowledge.

Recent changes in education have placed tremendous pressure on teachers and the need for supportive resource materials has never been greater. This pack is intended to guide everyone involved with school swimming through the programme of study for swimming and provide sufficient information to ensure that primary school pupils receive high quality swimming and water safety education.

Swimming, as a statutory requirement of the curriculum, needs to be a given high priority in school physical education. Swimming is not only an excellent all round activity that exercises the whole body, it's an essential skill that ultimately saves lives.

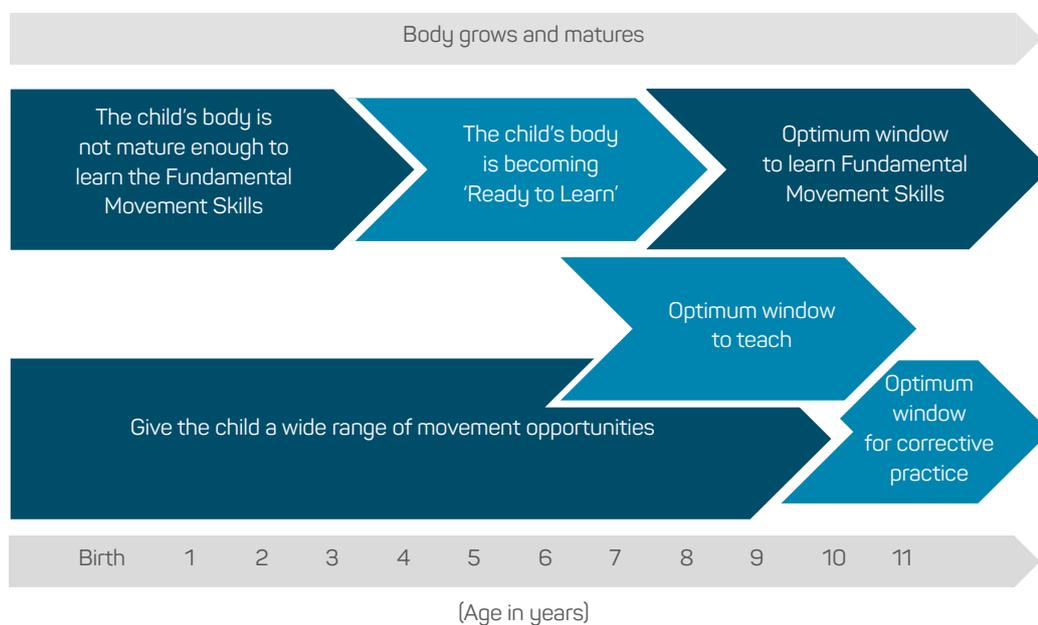


Aims of this resource:

- To provide information and materials to assist and support the delivery of school swimming and water safety as part of the national curriculum.
- To enable deliverers to use a multi-skilled approach to meet national curriculum requirements.
- To provide a range of ideas and activities to enable teachers to engage pupils at Key Stage 1 and 2, in purposeful and meaningful activities.
- To provide an overview of swimming and water safety development through school years 1-6.
- To give example checklists and service level agreement guidance.

Child development

Children grow and develop at different rates but will make rapid progress if participating in a varied, fun and challenging environment. Involvement in water based activities from an early age means children are more likely to enjoy swimming as an adult as part of a healthy lifestyle.



An overview of swimming and water safety

This overview explains important developments on national curriculum outcomes in swimming and water safety. It should be noted that, as with all curriculum subjects, pupils will progress at different rates.

Pupils will build a basic knowledge of safety in and around water, including Fundamental Movement Skills that will help pupils self-rescue. Following this, pupils will learn about different examples of dangerous situations and how to keep themselves safe in and around different water-based scenarios.

Active for life

Active Start

(Fundamental movements linking together through play)

The emphasis is on early years water confidence, development of basic motor skills and the introduction to water and the swimming environment through play and games.

FUNdamental - childhood

(Basic movement literacy)

Being confident in the water is an essential pre-requisite of learning to swim. Lessons at the fundamental stages should be highly structured with an emphasis on learning through fun. Pupils will be expected and encouraged to develop fundamental movement skills on land and in the pool.

Swim Skills – late childhood

(Building technique)

During the Swim Skills phase children will continue to develop land and water based Fundamental Movement Skills, as well as focusing on efficiency in all four strokes. Lessons should have a multi-stroke and games based approach to ensure interest levels remain high and lessons continue to be fun.

Competition

Giving all children the chance to engage in competition provides a unique opportunity to motivate and inspire young people. Competition in swimming is all about the pursuit of personal excellence and being the best you can be individually or as a team, it builds character and helps to embed values such as fairness, respect and good sportsmanship.

Introduction to other water based activities

The ability to swim is a pre-requisite for many other activities such as synchronised swimming and water polo. Introducing these activities widens the swimming programme and provides a more rounded swimming education.

Knowledge of local opportunities for further development

Any child who has a particular interest in a water based activity should be provided with the necessary information to allow them to pursue the activity outside of school hours.

Swim England School Swimming and Water Safety Charter

Our School Swimming and Water Safety Charter has been developed specifically to help pupils meet the required outcomes of the national curriculum programme of study for physical education - covering both water safety and learning to swim.

Primary school pupils should be taught using the eight Swim England School Swimming and Water Safety Awards, ensuring they learn core aquatic skills and water safety techniques, whilst developing in other areas of the PE national curriculum.

The School Swimming and Water Safety Awards link directly to the Swim England Learn to Swim Framework. This allows for a smooth transition from school swimming and water safety lessons to regular swimming lessons outside of school hours.

School Swimming and Water Safety Award achieved	Swim England Learn to Swim Framework Stage
Award 1	Stage 1
Award 2	Stage 2
Award 3	Stage 2
Award 4	Stage 3
Award 5	Stage 4
Award 6	Stage 4

The School Swimming and Water Safety Awards maintain a focus on fun and games to help pupils develop the skills they need. These skills are like pieces of a jigsaw, and when pieced together, result in a confident and competent swimmer.

Working towards these Awards will help you to understand the outcomes, expectations and assessments required to ensure that you are delivering high quality, inspirational lessons.

School Swimming Foundation Awards

For those pupils with special educational needs, disabilities or other needs which mean they are unable or are finding it difficult to achieve the full national curriculum requirements, we have developed the School Swimming Foundation Awards.

There are six School Swimming Foundation Awards, each with a number of outcomes, which help pupils to progress in smaller steps and achieve personal goals, either with or without support or floatation equipment.

The Awards focus on the following:

- Acclimatisation to the pool environment.
- Water confidence and individual core aquatic skills.
- Moving and travelling around the pool, giving pupils a feel for recognisable strokes and offering them the opportunity to progress to front crawl, backstroke and breaststroke if they are able.
- Essential water safety.

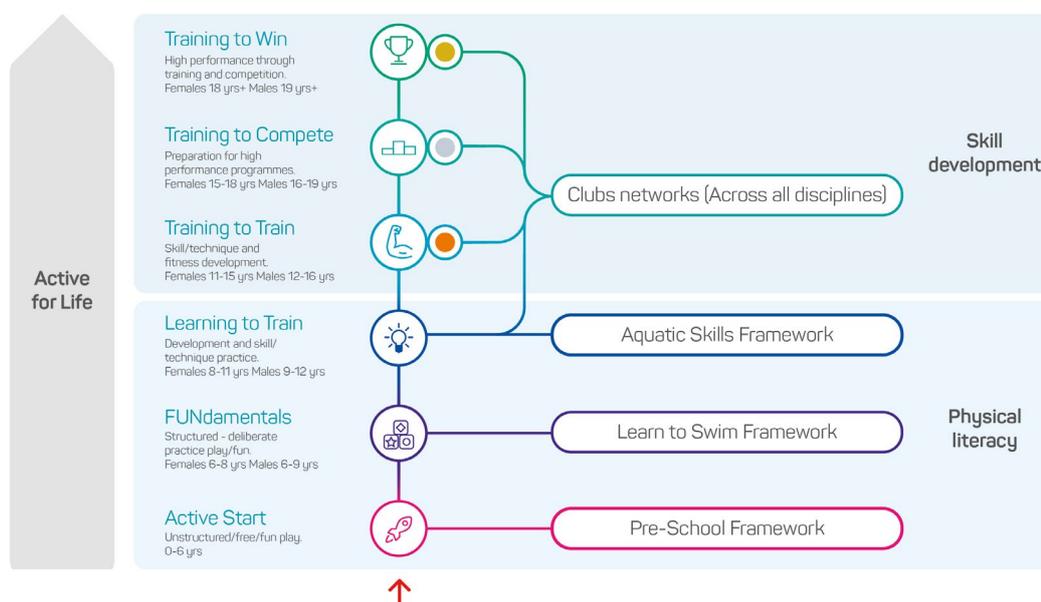
The main aims of the School Swimming Foundation Awards are to:

- Ensure all pupils have access to the most essential swimming and water safety skills, whatever their ability.
- Provide reward and recognition to every pupil who participates in school swimming lessons.
- Keep all pupils motivated to continue with their school swimming lessons.
- Provide schools with a comprehensive range of inclusive materials and guidance for pupils of different abilities.

The swimming core aquatic skills

- **Entry** – safe entry into the water.
- **Exit** – safe exit from the water.
- **Flotation and Balance** – developing an understanding of buoyancy.
- **Rotation and Orientation** – developing the ability to lie on front and back, regain an upright position and moving from front to back.
- **Streamlining** – developing an understanding of streamlining, how to achieve it and why it is important.
- **Aquatic Breathing** – being at ease with water on and around the face and developing correct breathing technique.
- **Travel and Coordination** – developing the ability to move forwards, backwards and sideways and of exploring different ways of travelling in the water.
- **Water Safety** – developing a basic understanding of how to stay safe in and around water.
- **Health and Fitness** – developing an understanding of the benefits of swimming.

Athlete Development Support Pathway stages



1. **Active Start** – unstructured free play
2. **FUNDamentals** – structured play
3. **Learning to Train** – Late Childhood (building technique)
4. **Training to Train** – Adolescence (building the engine)
5. **Training to Compete** – Early Adulthood (optimising the engine)
6. **Training to Win** – Adulthood (maximising the engine)

The School Swimming and Water Safety programme of study emphasises the FUNdamentals and Swim Skills stage of the Athlete Development Support Pathway. During this time a swimming teacher plays a crucial role in developing a wide base of skills and competencies in pupils while ensuring delivery is fun.

Pupil learning and development

Element of national curriculum	Key Stage	School Swimming Awards	Areas of learning and development
Fundamental movement skills	1	School Swimming Awards 1, 2 and 3	<p>Pupils should be developing fundamental movement skills, becoming increasingly competent and confident to extend their agility, balance and co-ordination, individually and with others.</p> <p>Pupils will benefit from engaging in competitive (both against self and against others) and co-operative physical activities, in a range of games based fun and challenging situations.</p>
Fundamental movement and sport-specific skills	2	School Swimming Awards 4,5,6 and Aquatic Skills Award	<p>Pupils should continue to develop fundamental movement skills whilst applying a broad range of sport-specific skills, learning how to use them in different ways and linking them to make actions and sequences.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sport and learn how to evaluate and recognise their own success.</p>
Water safety and self-rescue	1	School Swimming Awards 1 – 5 and Self Rescue Award	<ul style="list-style-type: none"> • Pupils should know to always stay close to an adult. • Develop a range of safe self-rescue skills and know when and where to use them. • Float on their back and control their breathing. Have knowledge of local and national water sites. • Pupils should know which type of water sites are safest for swimming.
Water safety and self-rescue	2	School Swimming Awards 1 – 6 and Self Rescue Award	<ul style="list-style-type: none"> • Know that if they can swim, there are still dangers around water. • Complete all skills and strokes for Key Stage 1 wearing clothes. • Know how to respond to someone in danger in the water. • Know they should never enter the water to try and rescue someone themselves. • Know how to shout for help and call 999/112. • Have a comprehensive knowledge of the hazards and risks of local and national water sites.

Athlete Development Support Pathway stages

FUNdamentals – basic movement literacy

The fundamental stage should be structured and fun with an emphasis on developing basic movement literacy and fundamental movement skills:

ABCS (agility, balance, co-ordination, speed)

RJT (running, jumping, throwing)

KGBS (kinaesthetics, gliding, buoyancy, striking with the body)

CPKS (catching, passing, kicking, striking with an implement)

Pupils should have the opportunity to participate in a wide range of activities and should be introduced to the simple rules and ethics of sport. These activities should be part of a well-structured study programme with appropriate progressions that are monitored regularly.

Swim skills – late childhood

During this stage, the nervous system is almost fully developed and there are rapid improvements in the co-ordination of movement skills. Young people should be learning how to move, train and develop sport-specific skills on land and in the water.

A games based, multi-stroke approach should be adopted to make sure lessons are fun and varied.

Pupils should also be developing the basic technical and tactical skills which include:

- Warm up and cool down
- Stretching
- Hydration and nutrition
- Recovery
- Relaxation and focusing

Swimming and water safety as part of physical education (PE)

All primary schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- Perform safe self-rescue in different water based situations.
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

What does 'perform safe self-rescue in different water based situations' mean?

Pupils should know the dangers of water and how to act responsibly when playing in and near different water environments. This includes understanding and adhering to the key messages for staying safe around water; being able to use appropriate survival and self-rescue skills if they fall unintentionally or get into difficulty, and knowing what to do if others get into trouble.

Use a range of strokes effectively

Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. To do this they need to experience simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes.

An intended outcome might be a swim of 50 metres, or using part of a stroke effectively to tread water. Swimming strokes don't have to be perfect; rather they need to be effective for intended outcomes to be successfully achieved. Critically, an effective stroke is one that can be used to help pupils get themselves out of potentially dangerous situations.

Pupils should swim competently, confidently and proficiently over a distance of at least 25 metres.

This means demonstrating:

- A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Whenever possible at least part of the swim should be completed in deep water, defined as greater than shoulder depth.
- That their stroke or strokes are as strong at the end of the swim as at the start and that the swim is completed without undue stress.
- That their stroke or strokes are recognisable to an informed onlooker.*

*Qualified swimming teacher, school teacher or member of staff who has attended the National Curriculum Training Programme course.

Swimming and water safety as part of physical education (PE)

Key Stage 1

Pupils should be taught within the PE curriculum to:

- Master basic movements such as running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2

Pupils should be taught within the PE curriculum to:

- Use running, jumping, catching and throwing in isolation and in combination.
- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis - and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance, for example: through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones to achieve their personal best.

PE activity	Pool activities
Games	Mini-polo, volley ball relays, basketball, Aquasplash festivals
Gymnastics	Synchronised swimming, somersaults, sculling, handstands, floatation and orientation
Athletics	Relays, sprint swimming, throwing, long distance swims (endurance)
Dance	Synchronised swimming, movement to music, aqua fit
Outdoor and adventure	Lifesaving skills obstacle courses, personal survival skills

Cross-curricular links

When planning a scheme of work in the pool, teachers should try to link swimming activities with other areas of the curriculum where they can. There are some examples in the table below:

Subject	Key Stage 1	Key Stage 2	Key Stage 3
Maths	Measuring and recording distances	Time, distance and challenges related to speed	Challenges and targets
English and Literacy	Using specialist language, vocabulary extension is an objective in each term.	Evaluating, explaining and describing swimming activities, evaluation is highlighted as an appropriate activity in each year.	Understand use, spell and correctly describe words relating to the activities. e.g. starts, turns, water polo, etc.
Science	Understanding floating and sinking, exploring forces.	Investigating propulsion with arms and legs, exploring forces.	Understand the forces and propulsion relating to sculling and stroke techniques.
Personal Health and Social Education	Learning to work safely with others.	Finding out why swimming is good for your health.	Solve problems, consider alternatives, structure plans and organise group activities.

Teacher hacks!



Science

- Let pupils experiment with floating in different shapes or using a variety of floating and sinking equipment.
- Investigate different ways of propulsion with arms and legs, vertical position treading water, horizontal position swim stroke.



Maths

- Measuring and recording of distances i.e. push and glides.
- Add together the distance swam of each width, length what is the pupils overall distance swam.



English

- Using specialist language e.g. collecting letters to make words, e.g. streamlining, horizontal, front crawl, treading water.
- In pairs or groups ask pupils to make letters, words using different shapes whilst floating at the surface.

- During the planning stages for a scheme of work it's important to consider new ideas. You could work with your lesson provider to develop lesson plans to include cross curricular activities within the swimming practices. This would also ensure that the swimming teachers were clear on the needs of the school/national curriculum.
- Your activities will need to be much more specific in order to include cross-curricular links. You can work with your lesson provider to develop fun lesson plans that include cross curricular activities within swimming practices. This will make sure swimming teachers are clear on the needs of the pupils and are meeting the national curriculum standards.

Planning your school swimming and water safety lessons

Planning ahead can make all the difference to the efficiency and enjoyment of your school swimming and water safety programme. This resource is a useful guide but when planning, the school swimming policies in place should be your first point of reference. The following are areas of best practice and should be considered during planning. Swimming pools may be owned and managed by different operators such as local authorities, private operators, schools or hotels, but the same health and safety regulations apply to any school or other party hiring out the pool.

Risk management

Before any lesson takes place at the pool, it's essential to plan ahead and think about the safety of all involved. Risk assessments should be continually carried out in the classroom, and playground, and swimming pools. As part of your planning you should ensure risks are managed properly by:

- Identifying potential causes of injury.
- Taking steps to reduce the likelihood of injury.

Before the lesson

Pool environment

Before school swimming lessons begin, we recommend organisers arrange for school staff to meet and familiarise themselves with the pool environment and consider:

- Total number of pupils.
- Number of pupils that may need additional support.
- Ability level and water confidence of pupils.
- Level of poolside supervision.
- Level of expertise, knowledge and training of staff.
- Availability and accessibility of safety equipment.
- Availability and accessibility of teaching equipment.
- Ability of staff and pupils to use equipment effectively.
- Depth, size and temperature of pool.
- Space available.
- Lighting.
- Blind spots.
- Trip hazards and slippery floors.
- Health and safety rules and regulations.

Assessing pupils' needs

There may be factors that could affect the safety and swimming ability of your pupils, consider if any pupils:

- Suffer from ear problems such as grommets.
- Have blocked sinuses.
- Have a skin infection or rash.
- Have specific physical conditions.
- Special educational needs and disabilities.

If there are pupils present who aren't taking part in the swimming lesson, consider whether it would be more appropriate for them to remain in school, or is there an opportunity for them to be part of the lesson from the poolside? Whichever option is taken it's essential all pupils have access to the learning planned for that lesson.

Planning your school swimming and water safety lessons

Adult Support

Some pupils may need additional support during the lesson from an adult in the water.

In this scenario, follow the procedures set out in the school swimming policy.

You may also want to consider:

- Are there enough staff available to manage the number of pupils?
- Do staff have appropriate training and qualifications?
- Do staff have appropriate clothing?
- Are staff confident of being in the water?

Adults supporting swimming lessons in the water must be clear about their specific roles and responsibilities in relation to:

- Teaching.
- Discipline.
- Safety.
- Emergency actions.
- Special educational needs and/or disabilities, including medical conditions.

Transport

When planning swimming lessons, refer to your school policy. Also consider whether you know and have followed travel guidance and regulations provided by the local education authority, governors, trustees and insurers.

You should consider:

- Time needed to travel to and from the pool.
- Hazards you may encounter such as busy roads or waterways etc.
- Appropriate supervisory ratios.
- Appropriate deployment of staff throughout the group.
- Additional support for pupils who need extra supervision, monitoring or support.
- Getting onto a bus or coach takes place safely, in an appropriate area.
- How to make the best use of travelling time.
- The best way and most appropriate points to carry out head counts.
- The best way to tackle any behavioural issues.

During the lesson

Pupils must be safe at every stage of a swimming lesson, not just in the water but in the changing rooms and on poolside.

Arrival at the pool

On arrival at the pool you should consider:

- Members of the public that may also be using the pool facilities.
- The location of changing rooms, lockers and toilets.
- Where pupils should wait before and after changing.
- The behaviour you expect outside of school.

Changing areas

Before pupils enter the changing areas, they need to know and understand the rules and emergency procedures. A member of school staff of the appropriate gender should supervise each changing area. If this isn't possible, then procedures must be put in place for calling for adult support.

Discussions between pool operators and school staff to agree the best possible procedures to put in place should take place well in advance of the first lesson.

Hygiene and pupil safety procedures should be monitored regularly and considerations should be made to:

- Storage of clothes and bags.
- Use of toilets before entering the pool.
- Use of showers before entering the pool.
- Removal of jewellery before entering the pool.
- Use of swim caps or tying back long hair away from face.
- No chewing gum or sweets.

Establishing procedures

All staff and pupils involved in the lesson are aware of and follow procedures that will keep them safe, you should ensure that:

- Pupils know that they must not enter the water until they have permission.
- All staff and pupils are aware of and understand the and Pool Safety Operating Procedures (PSOP) in place.
- All staff know the established safety rules for the changing areas, poolside and in the pool.
- Staff know they should scan the pool regularly.
- All staff and pupils know how to use equipment correctly.
- All pupils and staff recognise emergency signals such as whistles, klaxons and sirens and know the correct response.

Safety on poolside

As pupils approach the poolside consider:

- Carrying out a head count.
- Monitoring pupils movements.
- Ensuring pupils wait in an appropriate place.
- Ensuring pupils do not enter the water until instructed.
- Ensuring pupils are adequately supervised while they wait.
- The best way to keep pupils engaged in a constructive way while waiting.

If there are pupils on poolside not taking part in the lesson, they should:

- Be wearing appropriate footwear and clothing.
- Know where they should be positioned.
- Be engaged in a constructive and worthwhile way.
- Be involved in the lesson or used to support from poolside if appropriate.
- Be adequately supervised.

In the water

School swimming and water safety lessons often involve a large number of pupils with varying abilities and needs. National guidance and your own risk assessments should be referred to.

We recommend a maximum ratio of pupils to teacher of 12:1, but smaller class sizes are more conducive to high quality lessons.

You can also refer to the Swim England Safe Supervision in Pools guidance at: swimming.org/swimengland/worker-health-and-safety.

When planning the delivery of your lessons you should consider:

- Organisation of tasks and activities.
- The space available.
- The appropriate depth for different activities.
- Flotation equipment – what kind and the number available.
- Whether there is access to adult support in the water.
- The number of teachers and other helpers on poolside to manage the pupils.
- Position of staff to best observe as much of the pool space and as many pupils as possible.
- Do all the adults involved in delivering the lesson have up-to-date DBS forms.

Special educational needs and disabilities

Most children with physical, sensory or learning disabilities are educated in mainstream schools. An awareness and understanding of the individual needs of those pupils will help with the planning and delivery of the lesson.

Physical disabilities

There is a wide range of physical impairments and consideration should be given to what, if any, adaptations are required for the individual pupil to progress.

Visual impairments

When teaching a pupil with a visual impairment, teachers should be aware that wearing contrasting clothing to the environment greatly helps the visually impaired swimmer. In some cases it may also be beneficial to use brightly coloured equipment or equipment of a specific colour. Teachers should also consider how they position themselves on the poolside.

Hearing impairments

Lessons can be greatly improved for pupils with a hearing impairment by the use of good demonstrations and animated body language. The teacher should be aware of their positioning throughout the lesson and make sure they can be seen clearly at all times.

Learning difficulties

Pupils with learning difficulties may show some or all of the following characteristics:

- Difficulties in communication.
- Limited language skills.
- Difficulties in understanding.
- Short concentration span.
- Lack of confidence or reluctance to enter the water or participate in activities.
- Lack of physical co-ordination.
- Affectionate, attention seeking or hyperactive behaviour.
- Aversion to physical contact.
- Inconsistent speed of reaction.

Lessons for pupils with learning difficulties can be improved by talking to the child's parents, and if relevant their SENCO about their needs. It is possible to have both a learning disability and learning difficulties. For example, autism and Downs Syndrome. Find out as much as possible to support the child's learning.

The School Swimming Foundation Awards have been developed specifically to support those with special educational needs and disabilities in their school swimming lessons.

More information about the School Swimming Foundation Awards, including how to deliver them, is available in the online resource hub for members of School Swimming and Water Safety Charter.

Visit swimming.org/schools for more information.

Teaching swimming to pupils with special educational needs and disabilities

Teachers should be aware that pupils may have a combination of disabilities or impairments and careful planning and delivery of adapted tasks may be required. Teachers should consider what impact some impairments may have on a pupil's ability in the water, for example balance, breathing, buoyancy, need for additional floatation equipment, support in the water and length of lessons etc.

Your school's SEN co-ordinator will have detailed information on a pupil's condition, but it's essential to advise the lesson provider and the swimming teacher in advance about any pupils with additional needs.

Teachers should consult the parents of pupils with SEND and, crucially, the pupils themselves. In some cases, there may also be support staff from local support agencies.

Make sure:

- Each individual pupil is provided with the required level of support.
- Learning begins with play and fun activities. Pupils should be encouraged to use a wide variety of equipment of different shapes and bright colours, such as balls, hoops, sponges, floating toys and sinkers. Teachers may also want to include flash cards, story boards and specialist floatation equipment.
- Pupils are involved in a variety of individual work, group activities and games.
- Swimmers are encouraged to experiment.
- Pupils are given the opportunity to repeat skills and activities, this is beneficial to learning and reassuring for the swimmer.
- You work at the pace of each individual but don't expect less.
- Supporting resources for pupils with special educational needs and disabilities can be found on our website: swimming.org/swimengland/school-swimming-inclusion.

Be aware

- A lack of understanding and poor mobility can cause organisational and safety issues.
- It is essential to have an adequate staffing ratio both in the changing rooms and in the pool.
- Swimmers with poor balance and co-ordination are at greater risk of slipping on wet surfaces whilst moving between the changing room and the pool.
- Think carefully before asking swimmers to remove visual or hearing aids.
- Some disabilities may prevent swimmers from some activities e.g. diving or could restrict movement.

Summary

Swimming is a vital part of the national curriculum. Not only is swimming one of the safest and most popular forms of exercise, it's a life skill and it is vital that young people are given the opportunity to learn to swim for their own safety.

Swimming is an excellent all round activity that exercises the whole body, strengthening the heart and lungs and improving stamina, flexibility and balance. Swimming is low impact which is great for growing bodies as it puts less strain on developing joints, compared to other sports.

Pupils need to take part in activities that build their fundamental movement skills, focusing on learning through fun. A fun environment is the best way for pupils to learn and develop new skills. Having fun and playing games in the water will build a strong foundation to develop new skills.

Swimming should be seen in the same light as reading or writing, learning is just the start of development.

By learning to swim from an early age, pupils are more likely to enjoy swimming in the future and other fun water based activities such as diving, canoeing, snorkelling, surfing, water polo or sailing.

Swimming is an excellent sport for developing a basic fitness level that will help with participation in other sports. Aquatic sport shouldn't be seen as an individual subject, but instead linked to a variety of school subjects both in the classroom and in physical education.

The great thing about swimming is that it's a fully inclusive activity that everyone can take part in. Swimming is recognised as one of the best forms of therapy for people with disabilities, the movement of the body in water can provide a sense of freedom, and for those with limited movement it can be used as an effective physiotherapy.

Planning your school swimming lessons

Below are some questions to consider when taking pupils to the pool. These considerations should be used as guidance. Where there are swimming policies in place they should be the first point of reference.

Before the Lesson		Tick as appropriate
Teaching Qualifications	Does the person delivering the lesson have an appropriate knowledge of swimming?	
	Does the deliverer hold a Level 2 Swimming Teacher qualification or equivalent?	
	Has the deliverer completed the National Curriculum Training Programme?	
Life Saving Qualifications	Are there staff present with the relevant Life Saving qualifications such as the National Pool Lifeguard Qualification or National Rescue Test for Teachers?	
	Is there a lifeguard present?	
	Is there adequate supervision of the whole pool area?	
	Is there an appropriate ratio of staff to pupils?	
National Curriculum Outcomes	Is there an appropriate scheme of work in place?	
	Are there structured lesson plans for each session in place in line with the national curriculum?	
	Are there relevant assessments for each lesson in place?	
Pool Safety Operating Procedures	Has a staff visit to the pool been carried out prior to the first lesson?	
	Is the deliverer aware of the pool's Normal Operating Procedure?	
	Is the deliverer aware of the pool's Emergency Action Plan?	
Pupils	Have parents been given the relevant information on the swimming lessons and know what pupils need to bring?	
	Are the pupils aware of what to expect at the pool and of the behaviour expected of them?	
	Are there pupils with special needs that may need extra support and are all of the relevant persons aware of this?	
	Have any changes or concerns arisen that all relevant staff need to be aware of?	
	Are pupils aware of emergency procedures such as lifeguard whistles or pool alarms?	
Transport	Is appropriate transport in place to and from the swimming pool?	
	Does the transport meet LEA/Governors requirements with regards to insurance and DBS? etc.	
	If travelling by bus or coach has this been confirmed and is the driver aware of pick up and collection times and locations?	

Before the Lesson		Tick as appropriate
Arrival	Is the facility aware of how many pupils will be attending?	
	Is everybody aware of the location of the changing rooms, toilets and showers?	
	Are there any hygiene concerns to take into consideration? e.g. blue overshoes	
	Do pupils need to use the toilets and showers before entering the pool?	
Pupils	Is there an appropriate place for pupils to wait before the lesson begins?	
	Is there an attendance register and when is the most appropriate time to complete this?	

After the Lesson		Tick as appropriate
The lesson	Did the lesson meet the required national curriculum outcomes?	
	What was good and what could have been improved?	
	Were the activities appropriate to the pupils' abilities?	
	What recommendations would you make for future lessons? For example additional teachers etc.	
	Were the outcomes set achievable?	

Example Service Level Agreement

This agreement is for the provision of swimming for schools at Key Stage 1 and 2 swimming across [insert name of School] and leisure provider [insert name]. Pools included are [insert all venues].

Objectives of School Swimming

- Pupils to understand the benefits of swimming.
- Pupils to understand the principles of safe self-rescue.
- Pupils to develop confidence in the water.
- Pupils to develop skills to enable them to swim on front and back.
- Ultimately each pupil to be able to swim at least 25 metres and reach all elements of Key Stage 2 national curriculum swimming requirements.

Lessons

- Will be delivered by a Swim England Level 2 Swimming Teacher or equivalent and supported by school staff.
- School teachers who have completed the NCTP support teacher will be able to assist on poolside under the supervision of a Level 2 Swimming Teacher.
- Will take place during school time.
- Will last [state duration].
- Will include a main activity and a contrasting activity.

School staff

- Are to remain on poolside throughout the lesson in a pastoral role if they lack the necessary qualifications to assist delivery.
- Should assist the swimming teacher with pupils who misbehave or are having difficulties.
- Will ensure that the swimming teacher is aware of any special educational needs and/or disabilities which may affect learning ability.
- Will ensure that all medical conditions are outlined on the attendance register.
- Will record pupils' achievements from the swimming teacher at the end of the block of lessons and present to the class teacher for record retention.
- Should liaise with the swimming teacher before any attempt is made to intervene into the teaching of the lesson.
- Will be required to inform their school swimming co-ordinator at [insert name of leisure centre] one week in advance if they are unable to fulfil their slot.
- Are to supervise the changing area.
- Will engage pupils appropriately on poolside before the lesson begins and keep pupils away from the water until the swimming teacher assumes responsibility for their group.
- Should work with the stronger group in a situation where there is a Level 2 Swimming Teacher to take a weaker group of swimmers.
- Where possible the same school staff should attend the pool each week, non-regular staff should make themselves known to the swimming teacher on arrival to the pool.

The pool/lesson provider

- Will provide lessons at a reasonable cost to schools and will operate on an approximately break-even basis.
- Will ensure that the pool and surrounding areas are suitable for school swimming lessons.
- Will inform schools at the earliest possible time should lessons not be able to be conducted due to pool maintenance or emergency closure.

Swimming Teachers

- Are responsible for the pupils in their care for the whole duration of the lesson.
- Are responsible for planning lessons that meet all outcomes of the Key Stage 2 national curriculum requirements.
- Should communicate any issues relating to pupils to school staff at the earliest opportunity.
- Will deliver lessons that develop competency and confidence in water.
- Will carry out regular assessments and ensure pupils are in the appropriate ability group.
- Are responsible for recording pupils achievements and providing this information to school staff.
- Will engage with school staff where possible to include them in the delivery of the swimming lesson.

Lifeguards [where applicable]

- Are responsible for the health and safety of all on poolside.
- Will ensure that pupils and school staff adhere to pool regulations and enforce these regulations as required.
- Are responsible for dealing with emergency situations as per procedures stated in the Emergency Action Plan.

Schools

- Will not exceed the allocated ratios of pupils agreed by the leisure centre.
- Are responsible for booking their slot for school swimming [x term] in advance.
- Will keep up-to-date with payments. If unable to make their slot, schools should look to bring alternative year groups to fill the time. If no pupils attend the school will be charged for the time.
- Are ultimately responsible for the safety and welfare of pupils, even if not directly teaching.
- Are responsible for resolving any query or complaint from parents or leisure centres.

Pupils

- Will bring appropriate swimwear – one piece costume for females and swimming trunks above the knee for males, loose fitting shorts should be avoided. Swimmers with long hair should be encouraged to wear a swimming hat or tie hair back away from face.
- Are allowed to bring goggles but should be encouraged to submerge without them. Pupils should be made aware before the lesson that they may be asked to remove goggles for some activities.
- Will not enter the water until given permission.
- Where unwell/unable to participate at all in swimming lessons, should remain at school. Attendance of non-swimming pupils can lead to distractions for the swimming group, detract from the school staffs' ability to assist in the swimming lesson. The humid environment of a swimming pool may cause those feeling unwell to feel worse.
- Who attend when not swimming should behave appropriately to avoid putting themselves or others at risk. Such pupils should be properly observed at all times. Where possible they should be engaged in the lesson through supporting activities.

Spectators

- In accordance with child protection guidelines the spectator gallery will be closed during school swimming lessons. Where members of the public are swimming there will be no access to the gallery for anyone accompanying them.
- Parents are unfortunately unable to view swimming lessons due to the inability of centre and school staff to monitor persons accessing the gallery.

Parents

- Should use the school as first point of contact for queries.
- Should be made aware of the time and location of swimming lessons.
- Should be notified of achievements made in swimming as per other subjects to enable them to offer continued support with swimming outside of school.

Agreed on behalf of [insert school name]

Signed Print

Agreed on behalf of [insert leisure centre name]

Signed Print



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