

# Your Recipe for Success

## Contact Details

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The National  
Top Up  
Swimming  
Scheme

Case Studies

## Your Example of Practice title

Generic Scheme of work for Top Up Swimming 5x45 min sessions

## The Challenge

### What did you want to do?

My aims was to devise a scheme of work for weak/non swimmers that:

- Would provide information to pupils relating to health, safety & hygiene
- Would provide a framework for pupils to achieve 25m as early as possible by establishing if pupils were more confident in a prone or supine position.
- Following the above preliminary assessment, pupils would then be grouped on the basis of having achieved the 25m or not.
- Would be progressive in terms of developing technique (Breaststroke movements to be included) and performing skills with greater competence over longer periods. On each attendance pupils were to be afforded an opportunity to perform the 25m.
- Would end with fun elements such as Games/Relays

# Meeting the Challenge

## What did you do? (How did you do it? What strategies have you used?)

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The theory was that:

- Any pupils able to sustain a floating supine position for an extended period, or kick in a supine position for 5-10 metres would have an excellent chance of achieving 25m early in the scheme. Breathing is easily achieved in a supine position.
  - Any pupils not achieving the 25m would practice kicking and breathing in a prone position and would then have a chance of achieving 25m early in the scheme by performing doggy paddle.
  - By grouping the pupils by having achieved the 25m or not it would enable 1) More effective targeting of pupils with appropriate practice 2) Enable motivational aspects to the non 25m group 3) Some peer pressure/support aspect to the 25m target
  - For pupils not achieving the 25m on the first day the basic fundamentals of submerging, floating, pushing and gliding would be taught.
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## Impact

### What difference has this made? (What differences are you seeing in young people e.g. attitude, behaviour, achievement and attainment? What evidence do you have?)

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Pupils were largely determined to achieve the 25m and to support each other e.g. A school that had been in attendance several days had 1 pupil that had achieved 20m during the week, but not quite the 25m. His peers were requested by the Instructor to sit poolside to encourage him by blowing out air to assist him to the end when he reached 20m. The pupil achieved the 25m (arguably wind assisted) and punched the air in delight (Like an Olympic Gold Medallist).

For some of the Top Up sessions two schools attended at the same time. When pupils achieved the 25m all pupils from each school applauded.

I received an e-mail from two school teachers, both from the excellence and enjoyment team at school that "just wanted to say a very big thank you for all the organisation with the top up swimming this week for the year 6 pupils. The children really benefited from the intensive sessions and opportunity to have such well structured lessons". The e-mail went on to mention "how professional and well organised" the two swimming instructors were at the pool.

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### Why did it work? (What were the critical factors that made this work for you?)

Clear Understanding of how, why and when  
Communication  
Planning  
Organisation  
Having tools to deliver

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- Because the Top Up programme was to be delivered around the normal programming, I prepared timetables of available sessions for the term and separately for the last two weeks of term for a pre-meeting.
- As much as possible, I allocated at least 1 instructor based at each pool for the full week (to assist with consistency) during the Summer Term
- A pre-meeting was arranged with representatives of all key partners present.
- Suzanne Philpot (ASA Top Up Swimming Coordinator) kindly offered and was invited to provide a Top Up Swimming Presentation to all the instructors delivering the programme.
- I prepared a scheme of Work that was supplied to all Instructors prior along with a record folder located at each site.
- The Instructors were keen to deliver the programme and motivated to help the pupils achieve their attainment target/s.
- The highest attainment was achieved by schools where pupils attended for 2 hours plus on average.

The negative aspects were that 6 of the 17 Top Up sessions booked were not attended. The majority of bookings were for 5 X ½ hours. The average attendance was 1.5 hours (equivalent of 3 X ½ hours). Reasons referred for non-attendance by schools were suitability of times available (despite prior consultation), school trips, school play, difficulty organising accompanying adults, School Teacher sickness. There was an Operational issue at 1 pool requiring a full closure for 1 day and a main pool closure for 2 days.

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***The overall 25m attainment result was 60% (for those in attendance) for the target group (5-10m swimmers)***

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**Please complete and send to**

**Suzanne Philpot  
ASA Top Up Swimming Coordinator  
London & South East**