



Safely improving children's  
health and wellbeing  
through active learning.

# **Premier Education** COVID-19 Delivery Manual

# Intent statement for Premier Education

**Premier Education is the UK's no.1 provider of sport and physical activity to primary school children. As passionate educators for over 20 years, we have strived to improve the health and wellbeing of children through active learning, and we remain committed to that mission. We have been flexible and agile in our approach to the offer we can support schools with. It has been imperative over the last two years to be more agile than ever, allowing us to fully support schools with the changing Ofsted requirements and other national focuses around physical and mental wellbeing.**

Through and in PESSPA we aim to support our school's specific curriculum intent, also synchronising with the national curriculum purpose and aims for PE. Therefore, key to the overarching curriculum design there will be a range of opportunities to support children's development in being creative, confident, and caring. This aligns with a high quality, inspiring PE curriculum that builds character and an understanding of fairness and respect.

Children will have an opportunity to develop a wide range of skills; some fundamental to children's development and others more sport focused. A curriculum and lesson design that is fully inclusive and accessible so that ALL children can be, and feel, successful. The intent is that children will learn across key areas, skills, knowledge, understanding and application. Where possible it will always be an intent to give the children experiences to support this learning progression.

## **The aims of the National curriculum for physical education are to ensure that all pupils:**

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

## **The broader intent of the delivery will be to ensure children understand their own personal development and how they can positively support their own progress. The fundamental areas covered would be:**

- Opportunities to be physically active and healthy
- Active opportunities to experience all aspects of competition
- Active opportunities to understand mental health and holistic wellbeing

The overarching intent will be to meet the four aims of the national curriculum in an exciting and engaging way that inspires all children.

Our intent is to deliver these outcomes across our full schools and communities offer of sport, arts, personal development and wraparound care, within the school day and at opportunities throughout the year at special school events and weekends to involve everyone in being physically and mentally active.

## Covid-19 Intent – additional statement:

**During the uncertain times we are facing in schools and ever-changing national guidance, it is critical to ensure we can deliver our support safely in all environments we are requested to work in.**

We have developed a clear set of procedures and safety measures that our network is implementing and following. These guidelines are fully aligned to government policies on health and safety and working in educational settings. They are also fully aligned to the Association for Physical Education guidance who are the national body for PE in the UK and ukactive a leading activity and sporting organisation in the UK.

**There is more detail in the documents each of our businesses are following and sharing with headteachers and their activity professionals on a daily and weekly basis.**

### INTENT:

- To support schools in keeping their pupils, staff, communities, and premises safe and free from Covid-19
- To support schools in adding resource to their school staffing and curriculum offer during Covid-19
- To support schools in delivering an active curriculum offer that has flexibility and purposeful outcomes

### IMPLEMENTATION:

- Follow all national guidance on implementing protective measures whilst working in schools:
  - Social distancing planned activities
  - Adhere to expected national and context pupil ratios
  - No sharing of equipment or spaces
  - Cleaning of ALL equipment between sessions and at the end of the day
  - Adhere to all handwashing and equipment cleaning expectations
- Initial meetings to discuss new procedures to take place between all businesses and senior leaders in school.
  - Weekly evaluation and communication
- Highly qualified staff who will have completed an accredited course on Infection Prevention, Mitigation and Management.
  - Clear guidance and procedures for our business to follow and educate our Activity Professionals
- Curriculum overview and scheme of work specifically written for Covid-19 and social distancing
- Focus on active and fun learning opportunities

### IMPACT:

- Safe pupils
- Active pupils
- Pupils who can get back into school routines
- Improved mental wellbeing from appropriately socialising and being active
- Added resource for schools

### To support us in our high-quality offer we have key structures that underpin our work:

- National partners
- Full time Activity Professionals
- Scale
- ukactive Code of Conduct
- Scheme of work aligning to the national curriculum and the wider requirements of Ofsted
- Qualifications and CPD for ALL staff
- Extensive CQI model
- Infrastructure and access to industry experts
- Online planning system
- Online booking system

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# Staff Guidance for Deployment

**This document communicates specific guidance which Premier Education staff should follow if deployed within schools when supporting the delivery of activities as part of the government's announcement to allow children to attend school.**

## **Green = direct from government documents**

All Premier Education staff **MUST** demonstrate due diligence in our own procedures as we look to support the education sector. It is important we follow government guidelines, (though limited in our area) and put the health and safety of the children, Premier Education team and school colleagues at the forefront of our decisions.

### **First and foremost:**

- 1. Premier Education staff should stay at home if they are unwell with a new, continuous cough or a high temperature to avoid spreading infection to others.**
- 2. If Premier Education staff become unwell on site with a new, continuous cough or a high temperature they should be sent home.**
3. The school/venue is responsible for the cleanliness of the environment, but we must ensure all aspects we are responsible for are kept clean using government guidelines.

### **Short version for Premier Education staff who have been deployed as part of their on-the-job learning:**

- 1. DO NOT GO INTO SCHOOLS IF YOU HAVE ANY UNDERLYING HEALTH ISSUES**
2. Follow ALL Department of Health guidelines
3. Health and Safety Checklist and Risk Assessment is agreed and signed off with a school SLT representative e.g. HEADTEACHER/DHT/Gov – PREMIER EDUCATION STAFF WILL ADHERE AND FOLLOW ALL SCHOOL COVID-19 H&S PLANS
4. Communicate daily with the school and parents
5. No contact/combat sports
6. Activities should be delivered OUTSIDE where possible
7. Report daily on cleaning, registers and any identified risks
8. Wear disposable gloves during delivery and when refuelling your car (high contamination risk)

### **Premier Education staff should take key considerations when working in schools, putting health and safety in its broadest sense first:**

1. Where possible, Coach/AP/Apprentice is NOT to travel in between schools each day – to remain at one site per day to avoid contamination. Premier Education will try to resource schools with the same Coach/AP rather than a varying selection. Prices to be agreed with the school if this is not possible.
2. Proposed that the safest lessons to deliver SHOULD include classroom based activities/Athletics/Personal Development and Performing Arts.
3. Thoroughly clean of all equipment used in between sessions.

4. Sharing of company equipment **MUST** be avoided. If using school equipment, it **MUST** be cleaned between each session and at the end of the day.
5. It is necessary to ensure excellent hand hygiene and consider the cleanliness of the specific location used to store equipment. Hand wash at the beginning and end of each session and interaction – plan to set aside enough time to do this between **EVERY** session, i.e. similar to registration/de-registration process.
6. Enforce the rule of social distancing between Premier Education staff, additional adults and children throughout sessions (reminder more than anything). Use the Space element of STEP to support this and work in zones.
7. **Clean and disinfect regularly touched objects and surfaces more often than usual using your standard cleaning products – INCLUDING ALL EQUIPMENT.**
8. **Supervise young children to ensure they wash their hands for 20 seconds more often than usual with soap and water or hand sanitiser and catch coughs and sneezes in tissues.**

### **Premier Education: Staff protective measures taken against coronavirus:**

1. Agree with school and parents communication lines, checklists, registers and concerns (risks)
2. Smaller staff to children ratios (smaller groups). Operate a ratio of no more than 1:15.
3. Social distancing queueing system and staggered drop off/pick up to support 2m distancing.
4. Highest hygiene standards at all times – ensure all venues and camps have hand gel and sanitisers – refer back to national guidance.
5. Children will use outdoor learning spaces where possible.
6. Activities to use as little equipment as possible:
  - **Individual equipment for each pupil (i.e. ball, bat, cones etc)**
  - **No sending and receiving task - sharing of a piece of equipment**
  - **No rotations on stations where equipment could be shared**
  - **Clearly zoned areas to separate pupils**
  - **Sanitise ALL equipment after usage**

### **All Premier Education staff are encouraged to do the following when returning home:**

- If you are doing a shift at school, as soon as you get in, have a black bin liner ready just inside the entrance to your home and ensure your washing machine door is open. Take off your clothes/uniform and place them all inside binliner. Take bin liner straight to washing machine. Scrunch clothes into a ball. Do not touch ANY part of washing machine. Door should already be open. Carefully place clothes inside washing machine making sure you do not touch sides.
- Go straight to shower. Do not touch door handles but if you have to, ensure they are wiped down after. Wash your body and HAIR thoroughly with soap/shampoo/shower gel.
- You should now be virus free. You can go and shut washing machine and put it on.
- Take your RINGS, WATCHES, BRACELETS off. Remove false NAILS. Trim nails short. Tie hair back. This will help keep infection at bay and mean you can wash your hands properly.
- Disinfect the car or form of transport you travelled in – keep a pack of antibacterial wipes in your car.
- People can help you get this ready but should stay away during procedure.

**Finally - stay safe!**

# Physical Activity Support/Guidance

AREA TO CONSIDER	SUGGESTED GUIDANCE/SUPPORT
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Activities taking place in PE lessons and physical activity sessions should be strictly non-contact and these conditions shared with the pupils.</li> <li>• Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons.</li> <li>• Premier Education will have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing teaching approaches.</li> </ul>
<b>Protective Measures and Hygiene</b>	<ul style="list-style-type: none"> <li>• Decide the physical and organisational structures needed to limit risks and limit movement around the building(s)</li> <li>• Ensure there are sufficient gloves and hand gel available for ensuring good hygiene as well as using 'catch it, bag it, bin it' approach.</li> </ul>
<b>Changing areas</b>	<ul style="list-style-type: none"> <li>• If used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.</li> <li>• Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.</li> </ul>
<b>Teaching areas</b>	<ul style="list-style-type: none"> <li>• Encourage outdoor PE and PA to support social distancing.</li> <li>• Students should work in their own zone which may be marked out, depending on allocated teaching space. PE outside could be preferable to indoor PE.</li> </ul>
<b>Social distancing within lessons</b>	<ul style="list-style-type: none"> <li>• You should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.</li> <li>• One solution is for each student to have their own zone which they can work in.</li> </ul>
<b>Group sizes</b>	<ul style="list-style-type: none"> <li>• Class sizes will adhere to Government guidance and be reduced to a level where social distancing rules can be applied. Follow specific school guidance.</li> </ul>
<b>PE Clothing</b>	<ul style="list-style-type: none"> <li>• The school will agree on modifications/adaptions on clothing expectations. Follow school specific guidance.</li> </ul>
<b>PE equipment</b>	<ul style="list-style-type: none"> <li>• Equipment will need to be cleaned after each use.</li> <li>• You will need to make a decision on which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.</li> <li>• Handwashing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission.</li> </ul>
<b>Washing hands/ hand sanitiser</b>	<ul style="list-style-type: none"> <li>• Opportunities for handwashing before and after the lesson must be available.</li> <li>• Hand sanitiser will be on hand for all Premier Education staff to use throughout the day. Follow school guidance for hand sanitiser use for students.</li> </ul>

# Summer Curriculum Delivery Overview



## Year 1 - Multi Skills

### Social Distancing Scheme of Work

**What?**

A detailed programme for Multi Skills, adhering to social distancing guidance. It offers a fun, holistic, inclusive & subject linked scheme of work to help pupils re-engage with school life.

**Why?**

- Support core subjects
- Get pupils physically active in a safe environment
- Support school and parents with the wellbeing of every child

**How?**

- Regular static risk assessment and ongoing dynamic risk assessment
- Tailored activities to avoid contact with shared equipment and other participants
- Pupil "PE pencil case" guidance






**Knowledge**

- Controlling your body with confidence
- Safely navigate into space
- Practice different movements
- Listen to others and follow instructions
- Understanding the importance of eating healthy foods

**Skills**

Different movements and actions including:

- Agility
- Balance
- Co-ordination
- Travelling
- Avoiding
- Spatial awareness
- Jumping
- Sending
- Communication techniques

**Understanding**

- Finding new spaces
- Performing actions with balance and the importance
- Ways to communicate
- Different foods and their benefits
- Following rules in activities

**Cross Curricular Links**

**English:** Phonics and spelling of terminology in sessions

**Maths:** Counting, addition and subtraction, lines of symmetry, identify different shapes

**Science:** Different foods, body parts and how they work

**Geography:** Countries that play different Sports

**Art:** Flag creation for different countries

**PSHE:** Safety, thoughts and feelings, health and wellbeing, communication and co-operating



## Year 6 - Athletics

### Social Distancing Scheme of Work

**What?**

A detailed programme for Athletics, adhering to social distancing guidance. It offers a fun, holistic, inclusive & subject linked scheme of work to help pupils re-engage with school life.

**Why?**

- Support core subjects
- Get pupils physically active in a safe environment
- Support school and parents with the wellbeing of every child

**How?**

- Regular static risk assessment and ongoing dynamic risk assessment
- Tailored activities to avoid contact with shared equipment and other participants
- Pupil "PE pencil case" guidance






**Knowledge**

- Demonstrate improvements to work
- Understand how personal fitness can improve performance
- Describe and comment on own and others performance
- Compete respectfully and fairly

**Skills**

Different movements and actions including:

- Running
- Jumping
- Balancing
- Control
- Speed
- Distance and pace setting
- Power
- Time focussed

**Understanding**

- Ways to improve own & others performance
- Management of performance in long distance events
- How different boy parts work together to perform a skill (hurdles)
- Effective communication methods and its importance
- How to set realistic personal goals within the session

**Cross Curricular Links**

**English:** Comprehension – comment on performance/review others. Spelling of terminology

**Maths:** Ratios and percentages – linked to goal setting

**Science:** Muscle names and groups

**MFL:** Simple phrases and keywords linked to activity (Spanish/German/French)

**History:** Origins of Athletics and famous events

**PSHE:** Health and wellbeing, perseverance, responsibility, thoughts, feelings and opinions



## Session 1: Gymnastics – Shapes






**Learning Outcomes**

Perform fundamentals of movement showing some control and confidence

**Introduction ideas**

- Introduce topic and theme for the session
- Introduce WALT and WILF
- Introduce FUN Agreement
- Reinforce social distancing rules, linked to safety part of the FUN Agreement.

Key words: Pencil, star, tuck, pike (trousers), straddle (skirt)

**Cross Curricular preparation – English**

Check with class teacher if paper and pencils are available/whiteboards and pen (one each). Pupils are also encouraged to verbally spell keywords

**Activity Objectives**

**Skills:** Different shapes – pencil, star, tuck, pike, straddle

**Understanding:** How our body works in different ways

**Cross-Curricular Links:**

**English** – Writing down and spelling of keywords.

**Science** – Different body parts and the basics of heart rate

**Geography** – Basic compass points/principles

WALT (We Are Learning To) - Identify different ways to make shapes

WILF (What I am Looking For) - Different ways to create these shapes

**All** - To follow simple shapes led by the AP

**Most** - To perform and link 3 different shapes

**Some** – Identify others' shapes performed and comment on control

**Preparation ideas**

**Cardiovascular**

Define a space for each child using a current floor marking, masking tape or a floor spot (not to be touched and must remain at spot).

Allow children to feel their heartbeat before starting. Explain to children that your heart is steady because you are calm and sitting down, let us see what happens after our warm-up?

Children to respond to AP instructions, including walk on spot, march on spot, jump on spot, walk around spot, march around spot, jump over spot, freeze.

Allow children to feel their heartbeat again to see if there is a difference and discuss why?