

# Guidelines for After-School Clubs at Winton Primary

## Process

- Coach or teacher should collect the group from the playground at 3.30pm.
- Children should get changed while coach or teacher sets-up the class and takes register.
- Activity should start at 3.45pm latest for KS2, and 3.50pm for KS1.
- Club should end at 4.25pm in order to be at playground by 4.30pm.

## Essential requirements

- At least half the lesson time will be Active Learning Time (defined as 'the average amount of time in a lesson that each child has the opportunity to move and learn by doing').
- Expectations of children's behaviour are as high as in the classroom, and behaviour is managed effectively (see below).
- All children feel included and enjoy the clubs, regardless of ability or confidence.
- Coach ensures children follow 'no snack' policy.

## Desirable

Coaches and teachers should try to:

- Minimise changing time into out of kit (in order to increase activity time).
- Teachers and coaches should teach individuals (or small groups of similar individuals) within clubs and offer challenge or support for children who are finding it too easy / too hard.
- Increase Active Learning Time to two-thirds of the lesson.
- Group and pair children such that children work with a variety of others, and usually work with other children of a similar ability level (especially in games).
- Keep group sizes for games or activities to a maximum of four children (learning opportunities and activity levels per child increase with lower group sizes).

## Behaviour in clubs

These steps must be followed in order to ensure high expectations of behaviour in clubs:

WARNING	Give a brief, firm warning to the child
SIT-OUT	Send the child to sit-out of activity for five minutes. Use sand-

timer to count time. Child to return when they are ready to rejoin. (If repeated bad behaviour, sit out for rest of club, and report issue to SLT).
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### **Tips on running more active PE lessons (higher Active Learning Time)**

- Set-up equipment before children arrive if possible, so you can get started quickly.
- Keep activities simple, to begin with, so not many complicated instructions are needed. Consider using some same or similar activities from one week to the next, so children are familiar with the task and can get on immediately without teacher help.
- Where queues are needed, keep queues to a minimum.
- Don't use activities where children can be "out", unless you also find ways of children re-entering the activity (e.g. dodgeball – if you get hit, you must leave area and do ten throws and catches and then can re-join).
- Children learning a technique (e.g. dribbling in football) should be given a piece of equipment each.
- Teacher interventions should be kept to a maximum of 2 minutes, and usually at individual or small group level rather than whole class.
- Where the teacher does need to stop the whole class, try to do this by sitting the children where they are rather than asking them to come in to where you are.
- Try to make progressions to activities without stopping the group, e.g. make area size bigger or smaller.

### **Tips for running Carousel Lessons (lessons with stations which groups children move round)**

1. Plan according to the national curriculum, use variety, but keep it simple
2. No queues or waiting at stations if possible
3. Set-up stations before children arrive to the hall or playground
4. Show stations quickly and effectively. Consider using labels or instructions for stations
5. Teach individuals (plan your interventions: what will you teach?)
6. Plan how to extend stations for those who need challenge
7. Work with TAs or other adult helpers so they know how to help
8. Include ways for children to record score or beat own score
9. Consider grouping of children for carousels which include competitive games
10. Reflect on what worked, ask children what they think (keep some stations, change others?)