

# SATIPS

Support and training in Prep, Primary and Senior Schools



## Editorial

Welcome to the Spring edition of the SATIPS PE Broadsheet.

We are always on the look out for new contributors, so if you have something you want to publicise or even just to share some of your own or your schools success please get in contact, and we can get your article in our next edition.

**Liz Myers**  
Editor

Please note: If you would like to submit an article/material for this broadsheet, or if you have any questions or comments, please contact the editor at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com) or via Twitter @LizzyMyers.

## Featured Article

Testing The Slopes in Austria – A School Ski Inspection Visit

This winter, I had the privilege of being invited to Austria to meet the team at IBT Travel, a specialist provider of ski tours for groups and schools across the United Kingdom. I was asked to share my experience of the trip, so I hope that it provides an honest and complimentary review that will challenge the status quo for planners when selecting providers for an upcoming school ski trip.

Although IBT Travel customise trips to cater for the individual needs of groups and budgets of all sizes, my journey began with a short Easyjet flight from Manchester to Munich, followed by a 2 hour drive to the quaint village of Bischofshofen, Austria, where I was to stay for 3 days at the Gasthaus Schützenhof ([www.schuetzen-hof.com](http://www.schuetzen-hof.com)), a warm and rustic family-run Austrian hotel,

offering excellent food and comfortable, modern accommodation (with free wi-fi), a large ski and boot room and the new addition of spa facilities.

On arrival, I was warmly greeted by Jo from the IBT Sales Team, who gave me a quick tour of the hotel and plan for the next few days. After acquainting myself with the hotel, facilities and setup, I decided to sample the evening menu. From my own experiences skiing, Austrian meals have typically been a bit hit and miss (with strange soups and a lot of schnitzel!), but the food provided at Gasthaus Schützenhof is very good indeed, with a typical evening set menu comprising of a warm starter, freshly dressed salad, a meat or fish-based main, and a desert – with alternative options to suit varying dietary needs – exactly what you need when trying to cater for the tastes of 30+ pupils!

I also learned that for the largest of groups, accommodation can be paired with sister hotel, Hotel Alte Post (situated adjacent), where breakfast for both the Gasthaus Schützenhof and Hotel Alte Poste is served daily, comprising a selection of continental breakfast options (including bread, bagels, cereals, yoghurt, meats, cheeses, pate, fresh fruit, fruit juices and hot drinks).

The next morning, after a hearty breakfast, I met with the IBT team and drove approx. 15 minutes to Alpendorf, a popular starting point in the Salzburger Sportwelt area, home to the IBT Ski School and management office. From here, I chatted with several of the IBT Ski Instructors as well as Alex the IBT Resort manager. We watched as a coach of school pupils arrived and were fully equipped by IBT staff within the hour, issued with high quality skis and boots and assisted to ensure everyone was comfortable. I was then issued my own skis and boots (which I was keen to try personally), before taking the short walk up to the Kreisten-Alm chair lift by the IBT main office.

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Keen to emulate the experience offered to pupils, after a brief introduction at the Kreisten-Alm restaurant (at the top of the chair lift) where IBT have a special relationship with the owner to provide reserved seating areas and great set menu options (particularly useful during the busier lunchtime hours), I opted to spend the first day skiing with Jo and Lesley from the IBT Sales team, along with resident expert and IBT Ski Instructor Will, who provided detailed commentary on all aspects of the resort, pistes and IBT's approach to training skiers of all levels. During the day, we covered various routes suitable for beginners all the way to more advanced skiers, including runs from the top of the Gernkogel mountains down to the Gondel Stubel and Buchau lifts, as well as more gentle blue and red runs near the Hirschkogel mountains – perfect for beginners and budding intermediate skiers – with a tasty (and notably filling) lunchtime stop for steak on toast at one of several restaurants across the resort that accept the IBT meal vouchers. After an afternoon of more skiing, we returned to Bischofshofen, where we spent some time exploring the local high street and stumbled across a traditional Christmas Market. We then returned to the hotel to indulge in our usual four-course evening meal accompanied with a little après ski refreshment!

The next day, after sampling the continental breakfast, we decided to journey across the valley to Flachau, by taking the huge 130-person G-Link lift. This recently installed lift makes it possible to ski across the park to other resorts, opening up miles of slopes to keep you busy for several days. While skiing back in the afternoon, despite seeing numerous IBT groups out on the slopes (easily identifiable by the IBT-issued lime green ski helmet covers), we ran into another school group taking part in a snow tubing activity just before they returned to the foot of the mountain.

After the usual evening feast, I spent some time discussing the resort and IBT's history with members of the IBT team who had assembled at Gasthaus Schützenhof for the evening for leaving drinks before a few of their team returned back to the UK the following day. Our evening discussions revealed how passionate and friendly the IBT team were, and it was clear to me that each member of their team cares deeply and are keen to ensure that everyone, no matter what the group size, has a fantastic experience.

On my final day of skiing, having sampled the excellent range of slopes for beginners to intermediate-advanced skiers, I decided to go in search of more challenging runs. For this, we headed to Flachauwinkl and Zauchensee, just a 25-minute drive from Bischofshofen, and I was not disappointed! With world class ski runs, snow parks and a range of marked black, red and off-piste runs it was a fantastic day of skiing which had something for everyone – a particular highlight for me was navigating a black diamond off-piste run near the summit of Mooskopf – which definitely got my quads burning! With the final day drawing to a close later than anticipated (having lost track of time having too much fun), we virtually had the slopes to ourselves as we returned to the foot of the mountain. On the final run, it was reassuring to be accompanied by the snow patrol, who were there to ensure that everyone was safely off the mountain before the night drew in. We rounded the day off with a heart-warming Jagerstee (Hunter's Tea) before returning to the hotel to pack and fly home the following morning.

During my time as a secondary school teacher, I have been involved personally in the detailed planning and delivery of several ski trips for hundreds of students. From discussions with colleagues at other schools, I can fully sympathise with the approach of using the same ski operator from year to year based on previous trips, rather than risking an alternative, especially with competitive marketing and the sheer volume of ski companies and packages available today. The latter has made it increasingly difficult to achieve the right





balance of quality vs cost, but despite that challenge, through numerous conversations with the sales team, ski instructors, teachers and students alike during my stay, I left feeling genuinely impressed by the positive ethos and reputation of IBT Travel and their team, both on and off resort. It is clear that they are able to deliver outstanding ski trips that provide a seamless and positive experience for all involved, and I strongly recommend considering IBT Travel the next time you're thinking of planning a trip for your school.

If you would like to experience first-hand the service provided by IBT Travel in one of their Austrian or Italian resorts, you may wish to apply for one of IBT Travel's FREE Ski Inspection trips. For more information, please visit [www.ibt-travel.com/ski/trip-information/inspection-visits/](http://www.ibt-travel.com/ski/trip-information/inspection-visits/).

#### **IBT Travel - Alpendorf Resort & Trip Highlights:**

- Well planned itinerary from the IBT team with every detail covered
- High quality ski hire & equipment
- Virtually no ski lift waiting times
- Fast, warm and comfortable lifts
- A wide variety of runs (120km of interconnected runs)
- Well-groomed pistes with numerous snow cannons for use when needed
- Professional and friendly IBT team
- Generous meal tickets and fantastic food options on the slopes
- High quality hospitality from beginning to end

### **PE Pedagogy**

#### **Building Learning Power - Improving Teaching, Learning & Education**

##### **What is Building Learning Power?**

Building Learning Power (BLP) is an educational philosophy that seeks to help young people become better learners, both within and beyond school education.

BLP aims to create a culture within classrooms and in the wider school that systematically cultivates attitudes and behaviours that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

This enables them to develop the resilience and independence to overcome barriers to learning and foster curiosity and interest in learning new and consolidating knowledge.

Building Learning Power's vision is for young people – who will be creative, energetic, and enterprising – who, in their school years, will develop the values, knowledge, and competencies that will enable them to live full and satisfying lives – who will be confident, connected, actively involved, in their education (Claxton, 2002).

Students who are confident in their own learning ability may be more likely to be able to become actively engaged in their own learning. Active engagement is a term used to describe the notion that students learn most effectively when they are interested, involved and appropriately challenged (DfES, 2004). This term has its academic routes in the concept of active learning, which is considered as the process in which learners strive for understanding and competence, and seek out knowledge about the world (Piaget, 1972; Rogers, 1975).

Building Learning Power aims to prepare young people for an uncertain future. Today's education system needs to be educating not just for exam results but for lifelong learning, developing wider skills and creating holistic and well-rounded learners. To thrive, or as some might say to survive, in the 21st century, it is not enough to leave school with an array of examination certificates. Young people need to have learnt how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive, resilient and self-motivated.

##### **Three Core Beliefs**

Building Learning Power has developed three core beliefs that describes the core aims of its pedagogical philosophy:

- BLP believes that the core purpose of education is to prepare young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity.

- BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they are good at, enjoy and wish to pursue in the future, whilst strengthening their will and skill to be able to pursue them.

- BLP believes this confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.

These three core beliefs are particularly relevant in societies that are full of change, complexity, risk, opportunity and individual opportunity for making your own way in life.

##### **The Three Grounding Routes**

BLP developed three grounding roots to give BLP a strong and stable foundation.

**Root 1:** Research into the nature of learning In the last ten years or so a number of disciplines have come together under the banner of 'the learning sciences'. Geneticists, psychologists,

developmental psychologists, neuroscientists, sociocultural researchers and academic philosophers are shaping a new image of the malleability of young minds and BLP tries to make as much use of these ideas as possible.

**Root 2:** Practitioner research and experience BLP is grounded in the reality of schools and classrooms, and what busy teachers find possible, practical and interesting to try out. Teachers are encouraged to see themselves as research partners in the BLP community of enquiry, and where possible to write up their experiments and small action research projects.

**Root 3:** Commitment to a vision of education BLP is rooted on a vision of education that grows out of the real demands, risks and opportunities of the 21st century; is appealing and accessible to all young people, not just the academically 'able' or inclined; which values, in reality as well as in rhetoric, more kinds of outcomes than literacy, numeracy and examination grades.

So BLP may appeal to anyone who wants to know how to get better results and contribute to the development of real-life learners. It is for anyone involved in formal and informal education. It particularly appeals to those who want more than sound-bites and quick fixes; who seek a satisfying approach that leads to cumulative growth in students' real-life self-confidence and ingenuity.

Building Learning Power teaches young people to become effective learners and well-rounded individuals and goes beyond just teaching students content.

**For more information, please see the Building Learning Power website at [www.buildinglearningpower.co.uk/](http://www.buildinglearningpower.co.uk/)**

##### **References**

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##### **About the Author**

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### **Early Years**

IPLA Early Years Group: Response to the Ofsted publication 'Bold Beginnings'

The IPLA Early Years Group is a group of mixed professionals made up from experienced, well qualified representatives across the Early Childhood Education sector. Inspired by the 2017 IPLA Conference, the group held its first meeting in London last month, and discussed many great ideas and examples of good practice regarding physical literacy in early years. With the timely release of Bold Beginnings, the report was also discussed, and the groups response features below.

**[www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings](http://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings)**

On November 30th 2017, Ofsted published 'Bold Beginnings: The Reception Curriculum in a sample of good and outstanding primary schools'. As a group, we have serious concerns about the content of this document. Since the publication of the report, there have numerous online responses, many of which we agree with. We feel that it is important to add to these and highlight the apparent lack of understanding (or acknowledgement) of the importance of physical activity in young children.

*Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life* (IPLA 2017)

At present the Statutory Framework for the Early Years Foundation Stage (2017) states:

- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity (6), and to make healthy choices in relation to food.

The footnotes reads (6) The Chief Medical Office has published guidance on physical activity that providers may wish to refer to, which is available at [www.gov.uk/government/publications/uk-physical-activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines)

These guidelines state:

- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.\* 🍌

- All under 5s should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

\* Most UK pre-school children currently spend 120–150 minutes a day in physical activity, so achieving this guideline would mean adding another 30–60 minutes per day.

And:

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods

However, in 2015, 91% of children in the Early Years failed to meet this recommendation (HSE, 2015). It is increasingly clear that – although a Prime Area – Physical Development is not well understood. And it is not an explicit focus of Ofsted inspections. It is evident from the ‘Bold Beginnings’ Report that none of the above has been reflected. It is difficult to find any references to physical competence, apart from:

- ‘Taught to sit correctly at a table’
- ‘Taught correct pencil grip’
- The outdoors is used to help children ‘develop physical skills’, ‘ride bikes and climb’

As the driving force of the report is based in literacy and maths, coupled with illustrations of sedentary children and teacher-led activity, the vital importance of developing Physical Literacy, including the key roles of physical activity and active play in the development of physical competence, is lost. The IPLA Early Years Special Interest Group urges Ofsted, The Secretary of State for Education and the Department for Education to acknowledge the vital roles of physical, social and emotional development as well as cognitive development.

We move to make sense of the world, understand and learn to value the primacy of movement ‘in our lives, energise our lives to create a healthy mind and body and to provide the enabling conditions to support learning and appreciate and value the potential of moving and movement to enrich our lives...we call this Physical Literacy.

#### **Next Edition Summer 2018**