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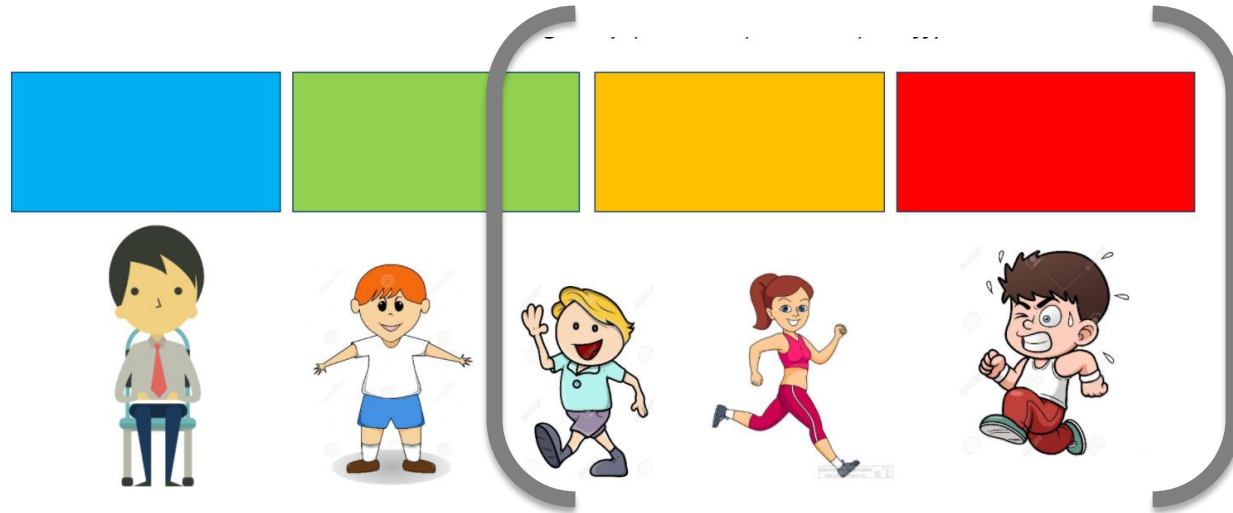
Health Through Stealth

Movement & Learning



10 min

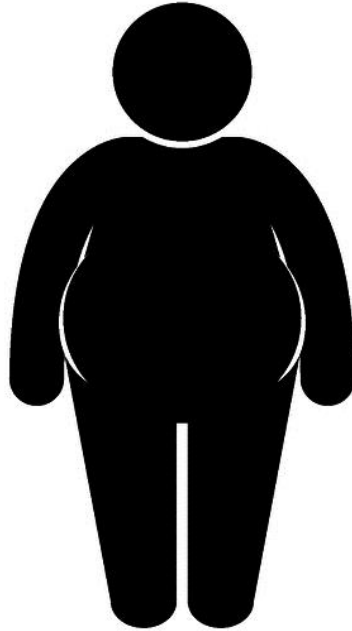
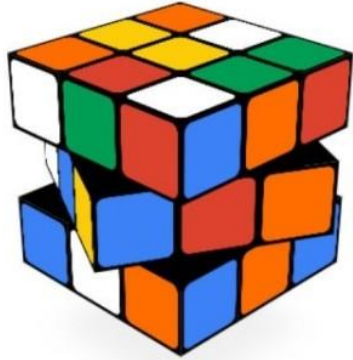
Traditional Approaches to PA in Primary Schools



- School Sport
- PE
- Segmented Day

Sedentary Low Moderate Vigorous

BUT - What happens if we approach the PA problem from a different angle?



What if the first **HEALTH** change in a school is made for **LEARNING** reasons?

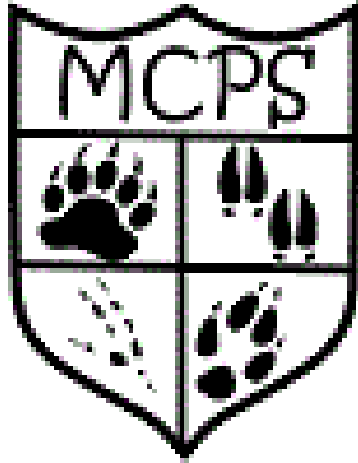
Accountability



OUTCOMES



Malton Community Primary School



Our Vision

Children will be:

for our children is...

motivate

Enquiry Respect Collaboration

inquisitive

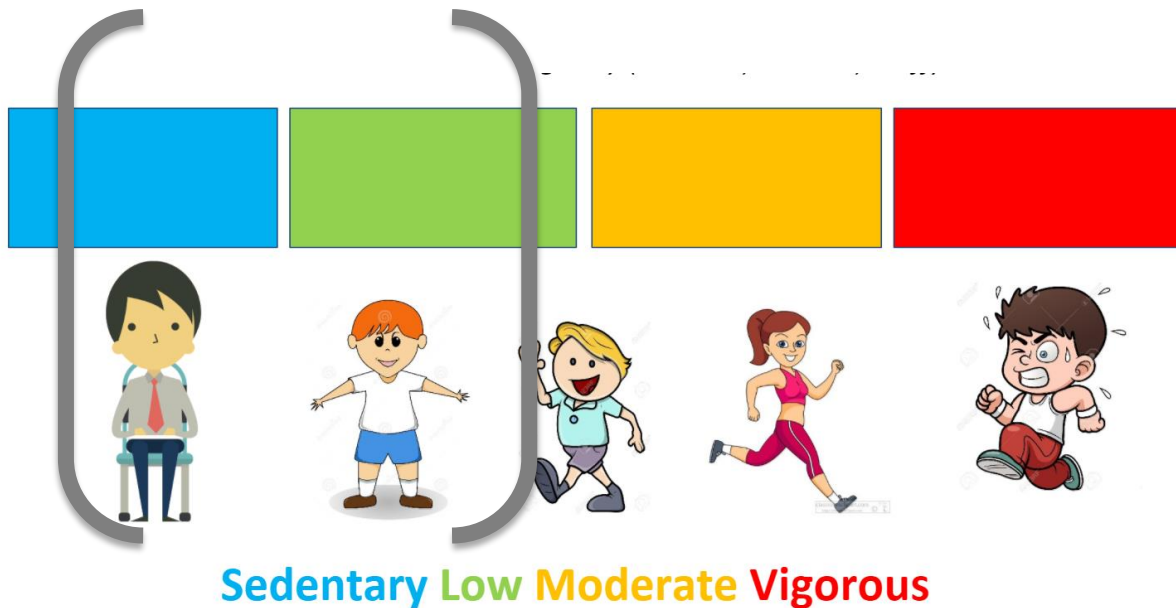
Enquiry
Respect
Collaboration

reflective

adaptable

“PAL has added significant value to T&L and can be viewed as a contributing factor towards improvement in pupil engagement, learning behaviors and attitudes towards health. Movement promotes collaboration and enquiry which are cornerstones of our vision. By implementing PAL approaches to T&L, class teachers are more confident and competent at creating a platform from which high quality learning can then take place.”

SED : LOW Focus



Reduce Sedentary

P, E not **PE**

$$B = f(P, E)$$



Embed EYFS Principles



PHYSICAL ENVIRONMENT - Classroom layouts create opportunities for collaboration, enquiry, movement

Desired Behaviour : Obvious Choice



PHYSICAL ENVIRONMENTS
Structured to help children enquire & collaborate effectively **[and move more!]**



Take Learning On Tour

Spaces & Places



Bring movement into learning environments. Take learning out into movement friendly environments
[Great for MVPAL]

Pay Attention to Attention



Recognise that children are...CHILDREN



ROUTINES

**LEARNING
BEHAVIOURS**

ENGAGEMENT

CONCENTRATION

**Brain boosts to punctuate
sustained sedentary periods
[there will always be some]**

**Learning tools to structure
purposeful collaboration**

Age	Average Attention* <small>(taken from www.dealwithautism.com)</small>
4	8-20mins
5	10-25mins
6	12-30mins
7	14-35mins
8	16-40mins
9	18-45mins
10	20-50mins

Leaders Moving LEARNING



Subject & phase leaders include PAL within the areas that they lead.

Teaching staff resourced & supported to implement.

T&L policy in school acknowledges PAL

Resources : Difference Makers





So what? Impact

- ❑ Consistent whole school approach to T&L
- ❑ Increased engagement and enthusiasm for **LEARNING**
- ❑ Children (and adults!) starting to view **MOVEMENT** as part of learning rather than a segmented activity.
- ❑ Learning behaviors in classrooms consistently good or better.
- ❑ Less sedentary time in classrooms. More physically active time.
- ❑ Additional +30mins daily PA achieved purposefully.

How does this become the norm?



Policy

- Acknowledge DUAL benefits of PAL (Health & Learning)
- Greater HEALTH accountability (attached to SPFE and processes).
- Work with policy makers to make PAL an obvious choice.



Schools

- Acknowledge PAL in T&L policies (Creates internal accountability).
- PAL in addition to PE & Sport.
- Consider multiple PAL perspectives.
- Use PAL to enhance (not replace) existing T&L practice.
- Empower leaders and teachers to implement.

Takeaway Intervention?



- ✓ Empower Schools to Move & Learn through recognizing PAL in policy .
- ✓ Use PA to enhance the LEARNING process = Sustainable HEALTH gains at scale.