

From Sedentary to Spark: Reimagining Our School Day

Belthorn Academy Primary School

Together
an Active
Future



Why we needed a new approach



Playtime behaviour incidents are affecting children's ability to learn in the classroom



Since covid school staff have observed a noticeable decline in physical activity levels

Lived experience
The middle leader drew on their own experiences when at school

"From my own personal experiences at school, I struggled to engage and concentrate in lessons that were mainly sedentary. The active learning in primary school is something I still remember!"

Pupil voice revealed that children are more engaged in lessons that involve active learning



What changed?

Culture & School Ethos

Changes are firmly rooted in Belthorns School Vision 'Lighting the Spark - inspiring children to be curious confident and active learners....'

Policy & Practice

New Active School Policy in place. Outlining our intent to be an active school. Physical activity embedded into our recruitment policy. Changes to the school day to free up more time for physical activity. Increase in outdoor learning and extra-curricular activities.

Stakeholder engagement

Training for all staff on active learning and the introduction of the Teacher Active Teddy Award - awarded each week to a member of staff who have best supported and modelled active learning.

Curriculum development

New PE and PSHE Scheme of Works developed that have more focus on movement and physical activity.

What led to the change?

Doing Things Differently

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Identifying sedentary time across the school day and opportunities where more movement could be incorporated.

A key initiative includes a changeable dinner time rota, where children rotate through a variety of sports and physical activities. This not only helps reduce behaviour incidents but also ensures every child has the opportunity to discover a new interest or talent.

'Reducing our assemblies has enabled us to replace more than 60 minutes of sedentary behaviour with active movement'

Learning Together

Training has enabled teachers to plan active, engaging lessons that maximise use of our wonderful surroundings, including outdoor spaces and the local environment.

Relationship Building

Bringing along whole school staff so they feel part of the change - incentivise commitment to demonstrating positive change within their teaching practice.

Brave Leadership

Middle leader was not afraid to have difficult conversations which led to senior leaders being open to re-thinking their school day. SLT were open to trying new ways.

I can see the difference this is making in school and with my child. You are making a huge difference!
Parent

Adding energisers and activators in my daily lessons has been extremely successful for my class in terms of progress, engagement and well-being!
Mrs Sutcliffe



We love dinner time and get to try different sports all the time!
Nate, Pupil Year 3



Outcomes

- ✓ There is an active approach to all lessons with a focus on active retrieval tasks helping children to remember more
- ✓ Behaviour incidents have decreased by 90% at dinner times
- ✓ Teachers are commenting on improved engagement and well-being of pupils
- ✓ Questionnaires show pupil well-being has improved significantly
- ✓ Physical Education interventions have increased the number of pupils on track in their physical development

What next?

- Active lessons to be monitored as part of our monitoring calendar
- Regular pupil, teacher and parent feedback
- Constant evaluation and improvement analysis completed by PE lead
- Involvement with universities for research purposes

For more information visit:
www.taaf.co.uk/active-schools

