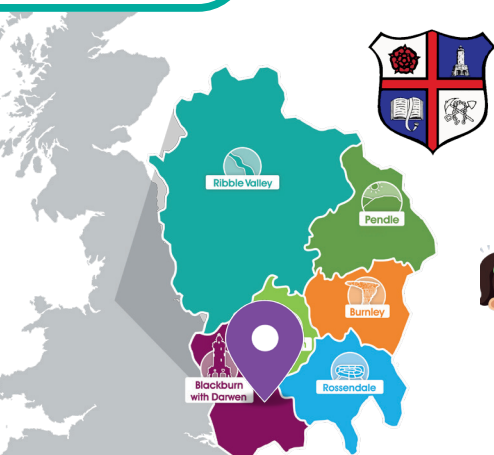


Introducing physical activity into our lunchtimes and playtimes

Lower Darwen Primary School



Increase in
negative
behaviour

1 in 3
children do not
achieve the 30
minutes of
physical activity
within the school
day

40% of Y6
children are
overweight or
obese

Outdoor
environments
highlighted as an
area for
improvement

Direct impact
on pupils' mood,
focus and
learning when
they return to the
classroom

Year 3 and 4
children have
the lowest
activity rates

CREATING
ACTIVE
SCHOOLS

What changed?

Stakeholders

- ✓ **Children** were selected to lead playground games and activities, encourage inclusive play and model good sportsmanship.
- ✓ **Staff training** and development for **lunchtime staff** to increase knowledge, capabilities and confidence in delivering high quality physical activity opportunities

Environments

- ✓ Changes in playground design, with more equipment and designated activity zones re-designed to support physical activity, inclusion and well-being.



What led to the change?

Brave Leadership

A change in headship enabled the implementation of Active Lunchtimes, promoting physical activity and structured play during break times.

Learning Together

Staff and pupils were involved in how to introduce physical activity into our lunchtimes

Relationship Building

Establishing trust and providing clear guidance were key factors in encouraging staff and students to embrace Active Lunchtimes in school.



Outcomes

- ✓ The consistent presence of trusted adults has **strengthened relationships** and promoted a **culture of respect** between staff and children

- ✓ **Smoother transition into classroom learning** with teachers having to spend less time dealing with playground behaviour incidents

- ✓ Since the introduction of new play zones at lunchtime, children have become noticeably **happier and more engaged**. The variety of designated areas has encouraged more **active participation**, offering something for everyone - from sports and physical games to quieter, creative spaces.



The new zone playground at lunch has given us a far more structured and active lunchtime. The children are more engaged in the activities and the behaviour incidents have reduced. Staff are actively engaging with the children on the yard and this has been mirrored with the Y6 leaders, they have taken to the roles so well and this was also emulated during our recent sports days when the children took on leadership roles with the younger children, a great skill to have at a young age!

Miss Brown- Executive Headteacher

Happy children, happy staff!

Rewarding not just for staff but for the children when they have learnt a new skill like skipping, team building and sharing. The behaviour has improved and on the whole, the children are more active and are engaging well whilst on the playground and in the different zones.

Tania - Welfare supervisor

It's great because we've got loads of activities to do and you're never bored! It's way better than the old lunchtime.

James - Year 3

What next?

Continual Feedback - measure impact and support ongoing co-design

- Surveys/questionnaires - Ask children how they feel about the zones: Are they enjoying them? Do they feel included? What's their favourite area?
- Pupil interviews/group discussions - Talk to small groups from different year groups to get more in-depth feedback
- Suggestion boxes - Let pupils contribute ideas or concerns anonymously

Make it Sustainable

- Develop a play policy that outlines the expected levels of behaviour from children. Improve staff confidence through training and development
- Invest in new equipment and resources to further enhance the existing play zones, ensuring a wider range of activities to engage all children

Introduce Active Learning into the Classroom

Incorporate more movement into classroom routines to support children's concentration, energy levels, and overall learning experience

