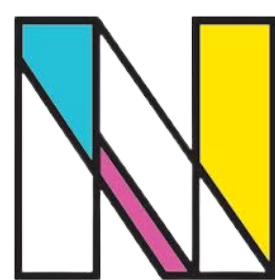


Physically Active Learning for classroom regulation Newfield

Together
an Active
Future
»»»»»



We are a Special
Educational Needs School
(SEND) for ages 4-19

We had some strategies in place to
support with sensory regulation
but we found these were not having
the impact we hoped.

We acknowledged this
would help in supporting
enhanced regulation



All of our children
travel by school bus
and are sometimes a
little 'fizzy' when
they arrive

A lot of our
children struggle
to access sport and
physical activity
opportunities
outside of school

We have a high
percentage of
pupils with sensory
processing
difficulties

Staff wanted more advice and support
to incorporate movement and heavy
work into their sensory regulation
strategies.



What changed?

Introduction of Physically Active Learning (PAL)
across whole school

- A task group were set up to pilot PAL.
- The senior leadership team supported the change.
- Regular meetings to share strategies.
- Following a 'Teachmeet' more staff members joined the task group - helping to build momentum.
- Training was cascaded to task group members.
- A bank of resources and ideas was developed - 'movement whilst learning.'
- Investment into resources.

What led to the change?

✓ Doing Things Differently

- We wanted to try a fresh approach - something new and different.
- Class teachers involved in the pilot understood pupil's challenges and needs, and were creative in making adaptations.

✓ Learning Together

- We shared our work with others.
- We shared our ideas and resources.

✓ Brave Leadership

- We were honest with each other.
- We weren't afraid to recognise what wasn't working.



Outcomes



Physically Active Learning has become a focus of the School Improvement Plan for 2025-26, encouraging more teachers to embed PAL within lessons.



The pilot group classes have reduced the need for movement breaks which disrupt learning and instead use PAL within lessons, increasing learning time.



7 Teachers are now involved in the roll-out of PAL at Newfield.



Within lessons, teacher evaluations have shown an increase in PAL, across lessons and an increase in participation and engagement which has reduced behaviour incidents, and less time walking on the path outside.

"Today, a pupil chose to engage in PAL,
instead of his highly motivating iPad reward
time!"

Class Teacher

"It's lovely to see the pupils engaging in familiar
activities, but in a different and more active way"

Rebekah Dobson, Class Teacher

"My class are more engaged
in lessons, because PAL
makes it more fun"

Emma Deam, HLTA and
THRIVE classroom practitioner



What next?

- The next step is rolling out PAL to the whole school, building a bigger and better bank of resources.
- PAL will become a part of the Physical Development teacher meeting's once each term - sharing good practice and successes.
- PAL will be included in learning walks going forwards.

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

