

Move More at St John's



Why We Chose to be Part of the Pilot

- Raise the profile of movement and physical activity across the whole school.
- Build on the improvements already made within PE after investing in a new scheme and increasing staff confidence.
- Extend this success beyond PE into everyday classroom learning.
- Explore how movement can positively impact:
 - Learning
 - Behaviour
 - Engagement
 - Concentration
 - Wellbeing
- Respond to local need, recognising that childhood obesity rates in our area are among the highest.

The Changes We Have Made

Environment

▶ **Adapting Our Learning Environments**

- Teachers have adapted classroom layouts to encourage movement where appropriate.
- Standing workstations have been introduced for some pupils to support focus and engagement.
- Classroom organisation for next academic year is being planned with movement in mind.
- We have reviewed our school policy with the Headteacher and recognised that it already places a strong emphasis on physical activity within learning.
- Lesson observations have also highlighted increasing confidence in embedding movement naturally within teaching.

The Changes We Have Made

Opportunity

- ▶ **Embedding movement into everyday learning** Following Bryn's training, staff felt confident to begin adapting classroom practice.
- Movement has now been incorporated into almost every curriculum subject at some point.
- All subjects have been trialled, including KS2 Reading, with Phonics the only area yet to be explored.
- Staff are increasingly considering how movement can support learning rather than viewing it as an 'extra'.

The Changes We Have Made

Policy and Stakeholders

- ▶ From September 2026, Move More will be added into lesson observations.
- ▶ Governors have been made aware that Move More within our every day learning is a priority. From September 2026, it will be added to our school improvement plan.

Key Insights From Staff

- ▶ “I have introduced Move More into many different classrooms whilst covering. Firstly, it has helped with ensuring behaviour is good during lessons with a different teacher to what the children are used to. A few examples include; Y3: movement for times tables (this helped them to stay focused and retain the facts as they remembered the actions), Y1 movement when answering a question instead of verbally (yoga poses, hands on different parts of the body, etc, which supports concentration and making learning fun and engaging. This also helped them to remember new words and recall them more easily when writing. I love using Move More in lessons with all ages, and truly believe it keeps them engaged and on task more!” - Charlotte
- ▶ “In Y4, we use it in at least 2 lessons a day now! Our children ask if today is another ‘movement lesson’ in reading every day! A particular favourite of mine recently has been teaching the Mayans through movement, ensuring they understood the decline of the civilisation through actions. Every child could access this! It turned, what could be a dull lesson, into a very fun and engaging lesson. Every day our children have their own mini cone, and we use them for a variety of different things to get them moving!” – Louise and Laura

Key Insights From Staff

- ▶ “I’ve really been enjoying using the Move More strategies in class, and its made the biggest difference. Honestly, the biggest change I’ve seen is in the children’s focus. We have enjoyed playing times table tennis, or racing to be the fastest to reach a specific cone has helped to internalise those patterns in a way that just isn’t possible sat stationary. My children love having active games in English too, such as movement for punctuation. Its turned what could be statis lessons into something they genuinely get excited about and they are coming back to their desks much more settled and ready to engage. Its made my whole classroom vibe feel more dynamic! Since Bryn’s visit, I have thought carefully about my environment, ensuring to keep it clear and flexible. I change the layout of the tables to suit the lesson. The children are well trained into doing this themselves now and get excited when this happens knowing it will be an active lesson. I have also recently trialled a standing station for particular children. So far, this has helped improve their concentration and behaviour within the lessons.” -James

Key Insights From Staff

- ▶ “We moved our seating around for different lessons, which also supported those children who needed a little more peer support in specific lessons” – Jenny
- ▶ Many members of staff have commented on how they are considering Move More when changing classrooms next year.
- ▶ A member of staff suggested displaying key strategies on classroom whiteboards next year as a constant visual reminder. I plan to create a poster for every member of staff to help keep the games/strategies visible and consistent across the school. As everyone becomes more familiar with them, children could then also begin choosing the strategies they would like to use, reinforcing the importance of this approach in every day practice.

Next Steps

- Provide Move More training for new members of staff joining this year.
- Continue embedding movement across all curriculum areas.
- Further develop classroom environments that encourage movement.
- Continue sharing good practice across the school.
- Monitor the impact on learning, engagement and pupil wellbeing.
- How we could implement it more into our policy – we have commented on adding it to observations next year.

THANK YOU!

- ▶ A huge thank you for all the support we have received throughout this pilot. Your guidance, training and ongoing encouragement have been invaluable in helping us implement Move More successfully within our school. Although many of the changes we've made have been small, they have had a positive impact across classrooms, and we hope these will continue to grow and snowball in the years ahead as Move More becomes an even more embedded part of our school culture.