



We had a minimal understanding of the project and the process in the beginning.

We were open to change and supporting our pupils and community.

Very impressed by the visit to Birkby Infants and how they implemented the approaches.

Concerned around the school's capacity for change and the flexibility within the project for us.

We have a staff team that is already stretched and can be resistant to change and adding extra layers.

Pre project, the school was sporadic with activities and focuses that reduced sedentary lessons - Limited to wake-up-shake-up and some spelling lessons outside.

We chose to initially focus on small changes, measuring the impact within Y3, across two classes with SEMH, SEND and behaviour needs. The staffing within Year 3 has been fairly consistent across the end of the year.

Quick wins and early focuses were: question yoga, changed seating arrangement with carpet space, seating choices (spinning chair, yoga ball), retrieval lessons with classroom movement.

OPAL has also been introduced this year as a whole school, with a focus on improving playtimes.



What we do

Pebbles/Stepping Stones

Humanities lessons have utilised the 'pebbles/stepping stones' approach to time lines, including ordering the events and understanding those events in context. Coloured counters can be linked to specific events. This reinforces the understanding through paired work before any writing is expected.

Writing used this for setting stories and mapping our events before writing.

Retrieval through movement

Wider curriculum lessons including science, PSHE and history. This has been utilised when gathering new information and often linked to the time of day. The afternoon lessons can show lethargy, meaning movement can energise the pupils.

'Show me this move' questioning.

Within Maths and reading lessons, we check for understanding through movement, often yoga positions whilst at the desk. This is often also used ad hoc, now that our confidence in using it is better developed.



Sustainability

Maths fluency is used daily and very well embedded.

Not needing information booklets and using retrieval instead has reduced costs and printing time.

Regular yoga and discussions around it have helped pupils understand their health better.

Future recruitment is now being considered with the aim to have a staff team open to active approaches.

Impact

Movement within retrieval lessons has shown increased enthusiasm within the children.

The amount of photocopying for lessons is significantly reduced.

The pupil's rate and quantity of work is increased.

The pupil's focus within the task is increased. There are less mistakes.

Children who may have needed adapted work were getting onto the extension tasks and achieving more. The ones who are often behind, weren't.

The classroom was noticeably quieter.

Core strength and balance of pupils within regular PE lessons as well as extra yoga was noticeably improved.

Challenge

Time to meet and plan as a cohort and with SLT.

Some activities didn't work with this cohort (Iv cone game).

Making the MTC more movement based was too much at this stage.

Wider implementation and moving things out to further year groups.

