

Early Years

Primary

Secondary

SEN

CPD



Creating a Positive Whole School Impact...



# Learning to Move Moving to Learn

Tackling Childhood Obesity



Please visit our website...



[www.esplay.co.uk](http://www.esplay.co.uk)

Or call us on...



(01282) 43 44 45

## **Learning to Move, Moving to Learn Pilot Evaluation**

The evaluation of this project has employed a combination of methods to collect a range of different types of data. In order to find out the views and opinions of the teachers and pupils who have been using the playground markings focus groups interviews have been conducted prior to the ESP training and installation of the markings, and once the markings were in use during physical education (PE) lessons. The older children have also completed a questionnaire which aims to establish their attitudes to PE and perceptions of competence in PE both before, and after the markings have been used. From a health perspective a questionnaire has also been completed to find out how active the children are during an average week, and to see if there is any carry over from use of the markings to out of school physical activity participation. The other health-related data collection measure has been the systematic observation of PE lessons to establish how active the children are, and the type of lesson contexts which are promoted. These observations have taken place before the installation of the markings, and once again after the once the pupils were taught using the markings.

The project is currently on-going with much of the second phase of data being processed in the form of transcription of focus group interviews and inputting of questionnaires. As a result only limited data are available at present to demonstrate any evidence of impact, though all of the systematic observations of PE lessons are complete and preliminary analysis of these data has been conducted.

### *Evidence of impact [to date]*

Although the focus group interviews are still being transcribed, anecdotal evidence from colleagues who conducted these interviews suggests the following:

- Teachers' knowledge and understanding of fundamental movement skills (FMS) and multi-skills have been enhanced as a result of the ESP training and opportunities to focus on these specific elements during PE lessons.

- The training and resources were well received, particularly by the non-specialist primary school teachers, who felt more confident in the delivery of FMS in their lessons.
- As a result of the markings and lessons the pupils also had a better understanding of what FMS and multi-skills were and why they were important to physical activity, play, and sport participation.

The preliminary analysis of the systematic observation data suggests that the pupils' activity levels during the PE lessons using the markings increased substantially in comparison to during lessons before the markings were installed. Prior to the installation of the markings the pupils spent 68% of PE lesson time stationary (i.e., lying, sitting, or standing), and 32% of lesson time engaged in moderate-to-vigorous physical activity (MVPA; i.e., activities such as brisk walking, running, etc). In contrast, during PE lessons conducted on the markings delivered by teachers who had received the ESP training, sedentary time reduced to 55% while the pupils' participation in MVPA increased by 13% to 45%. This finding demonstrates the positive impact of the intervention on the pupils' physical activity levels, which over time may contribute to potential health benefits. It is likely that this increase in MVPA came about as a result of the teachers' use of the markings to achieve lesson outcomes. The lesson observations provided evidence of this as outlined in the table below which described the proportion of lesson time which the teachers devoted to different lesson contexts:

	Management (% lesson time)	Knowledge (% lesson time)	Fitness Activity (% lesson time)	Skill Practice (% lesson time)	Game Play (% lesson time)	Other (% lesson time)
Pre-markings	26.0	18.1	8.9	24.3	21.0	1.8
Post-markings	23.7	14.9	10.9	33.1	17.1	0.3

The results demonstrate that teachers apportioned increased time during lessons using the markings to skill practice and fitness-related activities, which are important determinants of physical activity participation. Furthermore, during lessons using the markings less time was spent in general management and organisational tasks than before the markings were installed. Such lesson contexts tend to be associated with pupils spending

time in static postures such as sitting and standing, and as such are detrimental to physical activity goals.