

## Move & Learn Audit Tool

|                            | Undeveloped Potential                                                                                                                                                                                                                                                    | Small Steps - Continuing Professional Development<br>Possible strategies to move along the spectrum towards mastery include:                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                     | Full Potential Mastery                                                                                                                                                                                                                                                                                                              |
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| <b>Culture &amp; Ethos</b> | Staff possibly aware of research and policy on Physical Activity, but think it should be provided through PE/playtimes.<br>- PE lead takes sole responsibility for this area of school life.<br>- Limited understanding of Move & Learn approaches and related benefits. | - Staff training on the research and benefits of Physical Activity and Move & Learn approaches.<br>- Staff meeting to consider ways of enhancing Physical Activity. E.g.<br>1. Active breaks to support children refocus<br>2. Identify a lesson per week that could be 'activated'<br>- Initial staff training on Move & Learn approaches (see Chapter 4) - quick wins/simple strategies to try with your class. | - Regular focus (at least once a month) at staff meetings to build on your Move & Learn journey. Staff share successes, challenges and solutions regarding Approaches, Resources & Environments.<br>- SLT support staff in developing Move & Learn by:<br>1. Organising high quality ongoing CPD<br>2. Providing coaching and mentoring on Move & Learn approaches. | - Research/teaching pedagogy used to explore where Move & Learn approaches fits into excellent teaching practice and how staff can develop their own bespoke approaches/ resources relevant to their children, curriculum and environment.<br>- Whole school review of physical activity across the school day from all stakeholders<br>feedback/impact and revised approaches. | - Ensure each subject leader has Move & Learn approaches as a priority in their vision/strategy and are working with staff to identify best practice in specific curriculum areas. They ensure this is shared and embedded in all staff's practice. | All staff take responsibility for ensuring children are physically active throughout the school day and through engaging active learning experiences. There are regular opportunities for moderate physical activity to provide 60 minutes per day in school, and prolonged sedentary time is minimised across the school day/week. |
| <b>Approaches</b>          | No or minimal PA outside PE and lunchtimes. Lessons are mostly sedentary.                                                                                                                                                                                                | - Teachers use 'off the shelf resources' to facilitate movement in 1 or more lessons per week.<br>- Teachers are aware of different levels of Physical Activity (Low, Moderate, Vigorous).                                                                                                                                                                                                                        | - Teachers work together to share best practice from phase 1 and then develop this through their own practice with the children.                                                                                                                                                                                                                                    | - Teachers begin to use their own bespoke evidence based strategies to incorporate purposeful movement into lessons.<br>- Movement even used to support home learning where appropriate.                                                                                                                                                                                        | - Teachers share best practice developed, and support less experienced staff, in developing bespoke models that work for their children and environments.                                                                                           | Physical Activity incorporated purposefully into children's learning and play by all staff in a range of lessons across the curriculum.                                                                                                                                                                                             |
| <b>Resources</b>           | No resources currently utilised by teachers to support movement in learning.                                                                                                                                                                                             | School identifies and trials a small number of low cost/no cost resources to support Move & Learn approaches.                                                                                                                                                                                                                                                                                                     | Resources that have been used most successfully now trialled and monitored strategically.                                                                                                                                                                                                                                                                           | Critical review and improvement of resources used to date - strategic purchasing and sharing of own staff resources.                                                                                                                                                                                                                                                            | Staff start to adapt, develop and share their own Move & Learn resources.                                                                                                                                                                           | A wide range of Move & Learn resources are carefully selected by teachers to enhance children's learning and physical activity.                                                                                                                                                                                                     |

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| <b>Environments</b> | Learning takes place predominantly in the classroom. | Learning for 1 or more lessons takes place outside of the classroom (e.g. Tagtiv8 lesson in hall/outdoors). Staff try Move & Learn Physically Active Spaces and Places Challenge. | - Teachers take learning in core subjects into the hall, playground and beyond - flexing to the needs of the learners.<br>- Teachers organise classroom environments to support learners needs' and facilitate organic movement. | Teachers start to design lessons for their children taking different learning environments into account. Classroom environments are purposeful, adapted and flexible to learners. | Teachers plan use of learning environments to fit the purpose of learning and children's needs (not the other way round) using high quality Move & Learn approaches and resources to support them. | Moving and Learning takes place across a range of environments: <ul style="list-style-type: none"> <li>- Classroom</li> <li>- Hall</li> <li>- Playground</li> <li>- Green space</li> <li>- Beyond school</li> </ul> |
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## Move & Learn Planning Tool

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| <p><b>When planning inputs, outputs and planned outcomes, consider and clearly reference:</b></p> <ul style="list-style-type: none"> <li>• <b>Timing</b> - short (this term), medium (this academic year), long term (future years)</li> <li>• <b>Behaviour change:</b> <ul style="list-style-type: none"> <li>◦ <b>Capability</b> - what skills/knowledge will be provided to change <b>approaches</b> /behaviour?</li> <li>◦ <b>Opportunity</b> - how will <b>physical</b> and <b>social environments</b> be adapted to change behaviour? What <b>resources</b> will be provided to support behaviour change? ◦</li> </ul> </li> </ul> <p><b>Motivation</b> - how will values and responsibilities be aligned, beliefs challenged, goals set and emotions supported in changing behaviour, <b>culture and ethos</b>?</p> |                                                                                                                                                                           |                                                                                                                                               |                                            |
| <b>Inputs - what we invest</b> ( <i>e.g. funding, staff release time, resources</i> ):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Outputs - what we do and who we reach</b> ( <i>e.g. training/coaching and mentoring of staff, changing approaches with children, adapting physical environments</i> ): | <b>Planned Outcomes/Impact</b> <i>e.g. capable staff with improved motivation, children able to move and learn calmly and purposefully</i> ): | <b>Evaluation - Actual Outcomes/Impact</b> |
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