

# Active Play for Attainment in Glasgow

## Progress Report Cohort 1 – Cohort5

July 2018

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## Executive Summary

Active Play: *"A form of gross motor or total body movement in which young children exert energy in a freely chosen, fun, and unstructured manner"*

Active Play for Attainment is being delivered for Glasgow City Council's Education Department by Inspiring Scotland, in conjunction with local charities, the University of Strathclyde and Agile CIC, as part of the Glasgow Improvement Challenge.

Committed to deliver to Glasgow Primary Schools over three years, the Active Play programme is a unique partnership model that has been very well received by teachers and pupils alike. Over the five Cohorts to date (Aug 2016 – March 2018), we have achieved significant outputs:

- A successful aligned collaboration between seven organisations (Glasgow City Council, Inspiring Scotland, the University of Strathclyde, PEEK, FARE, The Jeely Piece Club and Agile CIC)
- 58 primary schools participated
- 576 Active Play sessions
- 1694 children accessing Active Play
- 584 new Play Champions
- 278 school staff receiving CPD
- A stand-alone website offering online learning and support materials and messaging facilities ([www.activeplay.org.uk](http://www.activeplay.org.uk))

This programme offers a unique contribution to both raising attainment and improving children's health and wellbeing. Our university research is **the only** national dataset of Fundamental Movement Skills (FMS), skills which are critical to developing healthy and active lives. This data will be used to generate a broader discussion on physical activity and, in particular, how we increase children's physical activity levels.

The programme continues to be well received by the schools, teachers and support staff, and evidence gathered shows that Active Play contributes to increased physical activity, improved fundamental movement skills and supports improved health and wellbeing, the development of social and emotional skills, and increased confidence both inside and outside of school.

Three charities now support and deliver the Active Play programme with trusted, community-based delivery teams.

Inspiring Scotland continues to provide non-financial support to build the charities' sustainability and impact and foster greater collaboration and knowledge sharing. This is key to embedding and sustaining the programme in communities across the city and ensuring consistent high-quality delivery.

During Cohort 5, we co-hosted an event with GCC to promote the positive impact of Active Play and share the research and practical implementation experiences. Invitations were personally extended by Maureen McKenna to all the Directors of Education in the eight other Challenge Authorities and a considerable amount of interest was shown by three local authorities in learning more about Active Play.

In partnership with Agile CIC, we provide further CPD resources to schools, teaching staff and our charity partners through the online platform [www.activeplay.org.uk](http://www.activeplay.org.uk) which includes additional cases studies and new practical delivery tools. This will be merging into the new portal created and

supported by Scottish Government's Active Scotland division called 'Actify' where the Active Play website will become a hub site. This will take place over the coming academic term.

Our impact in numbers:



## Introduction

This report highlights the outcomes from the most recent sessions (Cohort 5) as well as summarising the outputs and impact since inception demonstrating how Active Play supports the aims and attainment ambitions for GCC's Department of Education.

Four previous reports have been provided in December 2016, May 2017, Aug 2017 and Dec 2017. Produced by Inspiring Scotland, this report collates evaluation data from our Active Play partners in Glasgow, (Agile, FARE, PEEK, The Jeely Piece Club, and the University of Strathclyde).

## Evidence of Impact and Outcomes from Cohort 5

Research conducted into the 10-week Active Play programme by the University of Strathclyde is under academic review and is not ready for publication until late 2018. However, preliminary findings are promising.

The charities also undertake their own evaluation which is collated by Inspiring Scotland. The charity play staff complete sessional observation forms which are used to gather feedback and evidence on impact from the pupils and school staff. They also encourage the children to provide written feedback through the Play Champions work and conduct baseline, mid- and end-point reviews with the children and staff.

These observations and feedback suggest the programme is achieving its objectives – helping pupils be more physically active, contributing directly to Curriculum for Excellence outcomes in health and wellbeing, and supporting the attainment challenge.

We have also commissioned FMR, a research company from Glasgow, to conduct an in-depth review of the evaluations and observations collated through this second year of delivery.

Their initial conclusions (based on Cohort 4 and 5), are positive and note that children participating in Active Play and Play Champions show a marked increase in self-confidence and their desire and ability to actively participate in the programme.

Pupils' empathy, sharing, listening, and comprehension show an increase, with children noting that they can now work better as a team and take turns and teachers and staff noting a reduction in issues at breaktime and lunchtime.

A full report on findings from this past academic year including all the recently completed Cohort 6 data and evaluations will be provided early in the new term for Glasgow City Councils' review.

### Active Play Outcome: Children increase levels of physical activity

From our experience and previous research, we know that Active Play can increase physical activity levels, resulting in higher Moderate to Vigorous Physical Activity (MVPA), which is the desired level to improve physical health and cognitive performance.

Active Play sessions are delivered in addition to Physical Education classes, so children are getting more physical activity in the school week. Each session is planned to be appropriate to the children's level of Fundamental Movement Skills (FMS) and fitness, and to help them improve them. Sessions are designed to be always fun, inclusive and active.

50% of time during an Active Play session is focussed on MVPA activity and our research notes this results in higher MVPA time than is achieved in school physical education. This has a direct impact on children's school day Physical Activity (PA) with the average time spent in MVPA, as well as Light PA, increasing from baseline to follow-up after the Active Play intervention.

Staff delivering sessions reported that by the end of the 10 weeks, children showed increased levels of physical activity for longer and were happier to try out new activities and to take on new challenges. Many were going on to join afterschool clubs and lunchtime play sessions.

- At **Thornwood Primary** school the children told FARE staff several of them had started the afterschool dance class in school since Active Play started and others had joined the afterschool football club. This school, along with others, also chose to engage with the Jeely Piece Club post their introductory 10- week session, with The Jeely Piece Club continuing to deliver Active Play sessions at lunchtimes and after school in eleven of the twenty-five schools they have worked with since inception of the program.
- At **Lourdes Primary School** FARE had the challenge of a school playground on a hill. In week 1 of the Active Play delivery the class got out of breath after a few minutes of games and often stopped for a break. By week 5 the children comfortably managed to run up the hill for the duration of the play worker led part of the session. They also increased the amount of space they were using for tag games and were notably more mobile and energetic. During the final few weeks the children were continually trying to increase their fitness, encouraging one another to try new activities or to beat their personal bests in specific activities such as running and skipping. During the evaluation process several children commented on feeling better about themselves and that they could run for longer without getting out of breath.
- At **Garnetbank Primary**, the play staff noticed the children running around more and setting up lots of games during the free play part of the session. The children were also observed during break times playing Active Play games by the class teacher Mrs Gormley. She noted the children were more active during gym time when she used Active Play games. The Head Teacher noticed children teaching others in the playground some of the Active Play games leading to a lot more activity overall, during breaks.
- At **Merrylee**, staff from The Jeely Piece Club were told by one boy in week 3 that he normally just goes home and plays on his Play Station but since he started Active Play he likes to go out and run about when he gets home, especially on Fridays after the session with The Jeely Piece Club.

### Active Play Outcome: Children develop confidence and self-esteem

- The Play Champs at **St Clare's Primary** were quite shy initially. One girl in particular was bubbly within the group, had a lot of amazing ideas but when she stood in front of the group she got really nervous and would ask someone to step up and help her. Through the sessions she grew more confident and by the end of the sessions was able to take charge of the group and believes in herself a lot more. She was even able to praise herself, *"I think they really enjoyed my game, I loved that I was nervous, but I did it anyway"* (P5 girl).
- Play Champs was vital in integrating one boy at **St Mirins**. He only attends school 2 days a week and spends the rest of his week in another unit, but his confidence through Play Champs grew and he became engaged and happy in the sessions as it was time he rarely gets to spend with his class mates. (Play worker The Jeely Piece Club).
- At **Our Lady of the Rosary** one boy with additional support needs watched from the window during the first few Active Play sessions with The Jeely Piece Club and would not come outside. As the weeks progressed, he came outside and joined in and even took the lead in a game with staff observing him to be confident, smiling and having fun. (Play worker The Jeely Piece Club).

The following case study from PEEK at **Blairdardie Primary** demonstrates this outcome;

“L had been diagnosed with Autism and really struggled to build any sort of relationship with any other children in his class. L also had problems with his speech and found it difficult to articulate his feelings and other children found him difficult to understand. Initially L was unintentionally excluded by his class peers due to this lack of understanding and ability to communicate. The session was supported by SflW’s and they did their best to support him, but this was challenging as he became more attached to the PEEK staff members. During the semi-structured games L would attach himself to the PEEK staff but as time went on he was gradually encouraged to play with his class peers. In the second half of the session (the free play) he often was very possessive over staff and got upset if they played with other children. Staff gave plenty of encouragement and praise to L and encouraged his class peers to do so as well. Although at the end of the ten weeks L still loved to play with PEEK staff he became less dependent. L also developed the initiative to ask his class peers if they wanted to join in his games and was always keen to be “it” in tig games.” (Play worker at PEEK)

### Active Play Outcome: Children develop physical literacy/improved fundamental movement skills (FMS)

Developing fundamental movement skills is an essential part of enjoyable participation and a lifelong interest in an active lifestyle. Evidence for this outcome is based on the findings from the research carried out by the University of Strathclyde. We understand that this is the only current baseline data on the FMS of children in Scotland.

- During a session with **St Clare’s Primary** PEEK noted that lots of children in the class really improved their FMS skills through various activities such as hockey, skipping, tennis and frisbee. One girl worked on balancing – finding new ways to balance equipment such as a tennis racquet on her head and then trying to walk, hop etc without it falling off. She set herself new challenges each week and other children in the class joined in.
- Tennis proved popular at **Blairdardie Primary** one boy was only able to bounce a ball on a racquet 1 or 2 times at the beginning, by the end of the sessions he was able to do over 20 bounces and even managed to rally with other children.

One of the elements captured in a case study from **Lourdes Primary** by FARE the delivery partner illustrates this outcome:

“One of the girls in the class was in a wheel chair and her teacher stated that before Active Play the child would rely on staff to push her around in both the school and the playground as she got tired easily pushing herself. As the Active Play program progressed they became less reliant on staff and began volunteering to be catcher in the games and pushed herself back and forth several times through the session.” (Play worker at FARE)

### Active Play Outcome: Awareness of Play as a means to improved physical literacy is increased

Active Play directly contributes towards a child’s physical activity levels and their enjoyment, growth in skills and confidence – contributing to their physical literacy. Feedback from teachers shows greater recognition of the benefits of physical activity on children. As stated by the Head Teacher at **St Charles** the Play Champions continued to support children in the playground during break times. Overall teachers identified the following changes in children’s behaviours:

- The Class Teacher at **Blairdardie Primary** commented that the children had enjoyed the program and that there were significant differences in children's physical activity levels at the end of the 10-week session. Further teacher commentary revealed that staff who would normally shy away from physical activity at school found it easier to take part in Active Play sessions.
- At **Mosspark Primary**, the class teacher was pleased with the children's willingness to combine learning and play together, for example when they recited a poem whilst skipping. They also made up a dance routine using ribbons and teaching the audience about the important elements in their dance of water, sun and moon.
- At **St Charles Primary** the children were so motivated they went out to play in the rain, ice and snow and never asked to go inside. The class teacher noted that the behavioural issues of a few young children had gradually improved in the class room environment since participating in Active Play. Significantly the children had subsequently asked to play the games during their golden time and PE time.

### Wider Impacts of Active Play

Many teachers also identified wider impacts of Active Play on children:

- Mrs Thompson at **Merrylee** highlighted how the Active Play sessions has increased the level of interaction between children who normally didn't interact, working and playing well together. Previously there had been a lot of bickering and arguing.
- The SfLW at **King's Park Primary** observed the change in behaviours had been the most significant with Cohort 5 Play Champs especially with taking direction "they are like a different group of children from the first few sessions"
- The class teacher at **Blairdardie Primary** felt her relationship with the class really improved and she has thoroughly enjoyed just having time to have fun with the class. She felt she has seen a different side of some of the children and then with her as well. She built stronger relationships with them which allowed her to connect better in the class room.

The following mini case studies underline the broader and, sometimes, unexpected outcomes of play.

#### St Mirins Primary

During the first session of Active Play delivery at St Mirins, the class teacher told the play delivery staff at Jeely that two boys in her class had a long history of bullying. Parents had been involved on a regular basis and the boys were encouraged to stay away from one another. This the teacher found extremely stressful and warned the Jeely staff that child A (the bully) had behavioural issues which including lashing out at other class members and struggling to interact in group settings. The play staff encouraged child A to participate in smaller groups where he felt more comfortable and this continued until he was fully participating and playing with the whole class. There were no further behavioural issues and as the weeks progressed staff observed child A playing with child B (previously being bullied), and both children laughing and giggling together. The class teacher noted in Child A's report card how positive Active Play had been for him. (Play worker The Jeely Piece Club)

#### Garnetbank

The class teacher was very informative in providing relevant background information on one child, (child A) who was new to the school and spoke very limited English. At the first session A was quiet and apprehensive and found some of the games confusing. Staff at PEEK encouraged him to always be involved, and through visual observation it became evident that playing was his best form of communication. Staff used very simple, concise explanations and lots of demonstrations during



games to help break down the language barrier. This was then reinforced by the class teacher who after week five adopted PEEK's approach and delivered games which suited the needs of the whole class. By the end of the program A had well and truly established himself within the class and has lots of friends to support him.

## Parental Engagement

To date, the Active Play sessions do not include formal parental engagement, however we encourage the charities and schools we work with to consider potential opportunities to engage parents to influence their understanding of the benefits of physical activity.

- Videos of Active Play sessions are posted on school Facebook and Twitter sites so that parents can see what the children are doing;
- Many schools invite parents to attend an Active Play "graduation event" at the end of the programme, these have been well attended and indeed provided an opportunity for the schools for increased engagement with families.

## Activity Update - ensuring Quality

To ensure impact and effective delivery, the programme follows several stages through each Term/Cohorts delivery including:

- Early Engagement and Buy in – Where possible an overview of Active Play is presented to headteachers, this is followed by GCC-led communication with schools.
- Charity partner support - Training and refresher training is delivered to the charity staff to ensure a consistent high quality of delivery across all schools, aimed at increasing knowledge and confidence in the following areas:
  - Sedentary behaviour and the problems associated with physical inactivity;
  - The benefits of physical activity;
  - Physical activity guidelines and associated definitions;
  - What physical literacy is and why it is important;
  - How play supports the development of physical literacy;
  - Delivering and adapting Active Play sessions;
  - The role of the play worker;
  - Embedding Active Play in schools;
  - Evaluation;
  - Communications

Following training, further sessions on play champion delivery, writing case studies, and social media have been delivered, as well as further refresher training on Active Play for each charity and for any new staff they may have supporting Active Play during the previous cohort.

- In-Service training - We offer two CPD sessions for each cohort. Our partner Agile CIC is also working to extend the online Active Play CPD platform which will include additional resources on how to deliver Active Play sessions. This is part of our legacy offer and we hope will be a valuable resource for teachers and others delivering Active Play and as noted will become a hub on the new national Actify website.
- Active Play - Delivery of weekly 1-hour Active Play sessions to P3/P4 children and staff over 10 weeks. Each session is designed to be Fun, Inclusive and Physically Active. Each hourly

session is split between ½ hour structured (active play and games linked to improving specific Fundamental Movement Skills) and ½ hour child-led free play. All sessions are delivered outdoors in addition to PE.

- Children as Play Leaders - Recruitment of Play Champions and training as Play Leaders - supporting a smaller group of P5 /P6 children in the schools to become Play Champions to engage other pupils in more physically active play at all break times. This has been delivered over an 8-week period.
- Evaluation -To ensure we know what difference Active Play has made and how we can maintain the impact we created an evaluation framework. We have now sourced FMR to review the data and observations collected through this second year of delivery (as noted earlier), reviewing the many observation forms and google docs feedback we have compiled.
- Research - The University of Strathclyde Department for Physical Activity and Health was successful in their application for a John Anderson Research studentship. In October 2016, Avril Johnstone was appointed as our PhD student working alongside Professor John Reilly, in addition, we also secured some smaller research projects which are being led by 4<sup>th</sup> year dissertation students, and coordinated by Professor John Reilly, Dr Adrienne Hughes and Avril Johnstone.

Inspiring Scotland extended our relationship with University of Strathclyde Department for Physical Activity and Health to research the impact of children participating in the programme with Randomised Controlled Trial in Cohort 4. The result of all this work are due to be available later in 2018.

## Communications

The aim is to raise the profile of Active Play and indeed the benefits a physically active life has on childhood health and wellbeing, but also the mindset and capabilities it provides for a happy and healthy life.

- Disseminating and Sharing the Learning  
Following the success of Active Play for Attainment in Glasgow, Maureen McKenna kindly offered to co-host an event with Inspiring Scotland for attainment colleagues in Scotland's other Challenge Authorities to share learnings from our Active Play work. This event took place June 13<sup>th</sup> with an invited audience of Directors of Education, Attainment Leads, Head of Service, plus leaders from Education Scotland and Scottish Government.

[https://www.youtube.com/watch?v=cPs0\\_6vUsSs&feature=youtu.be](https://www.youtube.com/watch?v=cPs0_6vUsSs&feature=youtu.be)



- Website - [www.activeplay.org.uk](http://www.activeplay.org.uk) continues to be developed to act as a portal for those who are delivering Active Play and Play Champions after the charities initial sessions and training to engage with tools, reminders, and videos that help support the class teacher, the support for learning workers and the school generally. A valuable resource, the site also provides a mini-social network for those involved with the programme to encourage communication, sharing of ideas and access to support when required.
- Social Media - The play teams promoted sessions through social media using #ActivePlay. Posts have featured teachers and pupils giving feedback on Active Play and its benefits.

## Other Resources Disseminated and Shared with Schools

### Active Play Prospectus

Active Play promotes greater physical activity for Scotland's children in a way that is fun, inclusive and active. It contributes directly to the Curriculum for Excellence outcomes in health and wellbeing. <https://www.inspiringscotland.org.uk/hub/active-play-prospectus/>

### Inclusive Play

Free to Play

A guide to creating accessible & inclusive public play spaces

<https://www.inspiringscotland.org.uk/wp-content/uploads/2018/05/Free-to-Play-Guide-to-Accessible-and-Inclusive-Play-Spaces-Casey-Harbottle-2018.pdf>

### Loose Parts Play School Toolkit

We continue to provide all schools we work with under our Active Play for Glasgow Programme with a Loose Parts Play Toolkit – which is a resource for schools and the voluntary sector to encourage more dynamic and creative play in any setting. This resource is now shared across Australia and, slightly closer to home, across schools in Wales.

<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>

### Play Champions Toolkit

Our Play Champions Toolkit (launched in September 2016) has also been distributed to all schools in Cohort 1, 2, 3, 4 & 5 as well as being shared with colleagues in PEPASS and Glasgow Sport.

<https://www.inspiringscotland.org.uk/wp-content/uploads/2017/05/Play-Champions-Toolkit-2016-web.pdf>

## Ongoing programme improvements

We were delighted with how the programme was initially received by the schools and the level of enthusiasm and participation from teachers and support staff.

However, we were not complacent and there were areas for learning which helped with the development of the Programme in Year3.

We know that programme will have maximum impact if the following goals are realised and we work continuously to deliver these:

- Ensuring the class teacher is supported, confident and able to continue with the Active Play session at the end of the 10-week programme;
- Involving support for learning workers at an early stage;
- Ensuring Head teachers are engaged at the outset and attend interim review meetings with the charity and class teacher to monitor progress;
- Children are helped to have a thorough understanding of benefits of being active;
- Staff can access the CPD resources to enable them to continue delivery e.g. additional CPD days, website and Toolkits;
- Parents are engaged in supporting active play opportunities

We welcome ongoing support from Glasgow City Council Department of Education and PEPASS to ensure our programme can deliver maximum impact and outcomes.

# Appendix

## Background

Inspiring Scotland has partnered with GCC Department of Education on a range of programmes focused on supporting youth employability, early years and play. Our partnership extends to jointly supporting Glasgow’s third sector, promoting health and well-being initiatives, supporting Public Social Partnerships, collaborating on mentoring programmes, and coordinating Connect 2, a collaborative youth employment programme for 16+ young people.

Following the evidence of impact gained from our 2015 investment in The Jeely Piece Club and two primary schools in Castlemilk, GCC Department of Education engaged Inspiring Scotland to build increased capacity for Active Play as part of Glasgow’s Improvement Challenge. The Challenge aims to improve children’s health and well-being through nurturing approaches and increasing participation in physical activity and sport, supporting attainment.

With GCC, Inspiring Scotland, through its Go2Play programme, has invested in three third sector organisations based in Glasgow - FARE, PEEK and The Jeely Piece Club - to work with primary schools across the city to develop Active Play for P3/P4 children, with P5/P6 children trained as Play Champions. This work complements the activity already delivered by GCC’s Physical Education, Physical Activity and School Sport (PEPASS) team.

Inspiring Scotland’s Go2Play team coordinates and leads this collaboration between the charities, research partners, the University of Strathclyde’s Department for Physical Activity and Health and Agile, who provide physical literacy support and training.

The key outcomes from the programme are:	The programme model achieves these outcomes through:
<ul style="list-style-type: none"><li>• Children have increased levels of physical activity;</li><li>• Children develop confidence and self-esteem;</li><li>• Children develop physical literacy and improved fundamental movement skills (FMS);</li><li>• Awareness of play as a means to improved physical literacy is increased.</li></ul>	<ul style="list-style-type: none"><li>• Building the skills and confidence of play sector charity partners to deliver more physical activities;</li><li>• Building the awareness of teachers and schools of the benefits of physical activity and supporting them to build the skills, confidence and capacity to facilitate more physical activity.</li></ul>

## Research and Impact

Throughout 2015 and into early 2016, an independent evaluation of the Go2Play Active Play programme was conducted. The evaluation proved promising, showing that there was evidence of efficacy for physical activity and motor skills. This provided evidence that we achieved our sought outcomes and allowed for further investment and research funding (published studies shown below).

The collaboration with Glasgow City Council in 2016 brought a small change in the programme, moving to a 10-week intervention (1 session/week) instead of the original 6-months, with the play workers delivering the programme and supporting class teachers to embed active play in their schools.

The University of Strathclyde is currently evaluating this model in the form of a cluster pilot/feasibility RCT (Study 3) to determine the feasibility and effect of the Go2Play Active Play programme on several outcomes.

### Study 1

Title: 'Pragmatic evaluation of the Go2Play Active Play programme on children's physical activity levels and fundamental movement skills'.

Completed in 2016 as part of Avril Johnston's MPhil and published in Preventive Medicine Reports in May 2017.

This research was a pragmatic evaluation of the Go2Play Active Play programme to determine if it improved children's fundamental movement skills and school day physical activity. Physical activity was measured using an ACTi Graph accelerometer and fundamental movement skills were assessed using the Test of Gross Motor Development 2. This piece of research involved working with over 200 children from seven schools in three local authorities.

### Study 2

Title: 'Utilising active play interventions as a way of promoting physical activity in children aged 3-12 years: a systematic review'.

This systematic review examined the influence of active play interventions on physical activity, fundamental movement skills, cognitive performance and weight status. The review has been registered on PROSPERO after scoping the literature to ensure it had not already been done.

### Study 3

Working Title: 'Evaluation of the Go2Play Active Play intervention on physical activity and fundamental movement skills in children: a feasibility cluster randomised controlled trial'.

Study 3 is a Feasibility Cluster Randomised Controlled Trial.

This study involves eight schools (one P3 per school), that were matched on demographics, deprivation and geography, and were then randomly allocated to either the intervention or wait list control (4 in each group). Baseline data collection began in August 2017 and was completed in September 2017. Follow-up data collection was conducted in November 2017 and completed in December 2017.

Intervention Group	Control Group
Blackfriars PS	St Constantine's PS
St Marnock's PS	St Bernard's PS
St Joseph's PS	Highpark PS
Chirnsyde PS	St Catherine's PS

Once all data has been reviewed, verified and consolidated into a report, this information will be made available via a high-level overview Summer 2018, followed by publication in an Academic Journal by year end 2018. The publication will complete the PHD thesis of Avril Johnstone of the University of Strathclyde.

## Schools engaged to date

Cohort 1 schools (10)	Cohort 2 Schools (10)	Cohort 3 schools (10)	Cohort 4 schools (14)	Cohort 5 schools (14)
<p>Annette Street (The Jeely)            Craigton (The Jeely)            Crookston (The Jeely)            St Alberts (The Jeely)            St Francis (Gorbals) (The Jeely Piece Club            Avenue End (PEF)            Dalmarnock (PEF)            Royston (PEF)            St Rochs (PEF)            Wellshot (PEF)</p>	<p>Hillington (The Jeely)  <b>Piriepark (The Jeely)</b>  <b>Riverside (The Jeely)</b>  <b>St Brides (The Jeely)</b>  <b>Alexandra (PEEK)</b>  <b>Golfhill (PEEK)</b>  <b>Haghill Park (PEEK)</b>  <b>St Anne's (PEEK)</b>            St Mungo's (PEEK)            Miller (The Jeely)</p> <p><i>The schools in bold were involved in preliminary research</i></p>	<p>St Michaels (PEEK)            Sacred Heart (The Jeely)            Quarrybrae (The Jeely)            St Benedicts (PEEK)            Oakwood (PEEK)            Aultmore Park (PEEK)            Sunnyside (PEEK)            Bankhead (The Jeely)            Dunard (The Jeely)            Holy Cross (The Jeely)</p>	<p><b>Blackriars (The Jeely)</b>  <b>St Marnock's (The Jeely)</b>  <b>St Joseph's ((PEEK)</b>  <b>Chirnsyde (PEEK)</b>            Parkview (PEEK)            Cadder (PEEK)            St Mary's (PEEK)            Caldercuilt (PEEK)            Cuthbertson (The Jeely)            Cardonald (The Jeely)            St Bridgid's (The Jeely)            Sandwood (FARE)            St George's (FARE)            St Blanes (FARE)</p> <p><i>The schools in bold were involved in randomised control trial</i></p>	<p>St Clare's (PEEK)            St Ninian's (PEEK)            Blairdardie (PEEK)            Garnetbank (PEEK)            Thornwood (FARE)            St Charles (FARE)            Lourdes (FARE)            Mossparc (FARE)            Our Lady of the Rosary (The Jeely)            King's Park (The Jeely)            St Mirin's (The Jeely)            Merrylee (The Jeely)            Tinto (The Jeely)            St Francis of Assisi (FARE)</p>

## How Active Play contributes to the CfE outcomes for Health and Wellbeing, supporting Attainment

### Physical Wellbeing

- ✓ I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a**
- ✓ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a**

### Movement skills, competencies and concepts

- ✓ I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a**
- ✓ I am developing my movement skills through practice and energetic play. **HWB 0-22a**
- ✓ I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**
- ✓ I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. **HWB 2-22a / HWB 3-22a**

### Cooperation and competition

- ✓ I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a**
- ✓ I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. **HWB 1-23a**
- ✓ While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a**

### Evaluating and appreciating

- ✓ By exploring and observing movement, I can describe what I have learned about it. **HWB 0-24a**

In addition, we are aware from bringing children to Active Play has led to children seeking to continue to be physically active through their out of school hours, and a desire for increased activity in Physical Education – which can then contribute towards the following outcomes too.<sup>1</sup>

### Physical activity and sport

- ✓ I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**
- ✓ Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. **HWB 1-25a**
- ✓ I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. **HWB 2-25a / HWB 3-25a**

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<sup>1</sup> [https://www.educationscotland.gov.uk/Images/health\\_wellbeing\\_experiences\\_outcomes\\_tcm4-540031.pdf](https://www.educationscotland.gov.uk/Images/health_wellbeing_experiences_outcomes_tcm4-540031.pdf)



- ✓ I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:
  - contribute to and promote my learning
  - develop my fitness and physical and mental wellbeing
  - develop my social skills, positive attitudes and values
  - make an important contribution to living a healthy lifestyle. **HWB 4-25a**

### Social Wellbeing

UN Rights for the Child - Article 31 protects and promotes a Child's right to play:

"That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

And this links directly to elements of the 'social wellbeing' under the curriculum outcomes, for example:

- ✓ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**