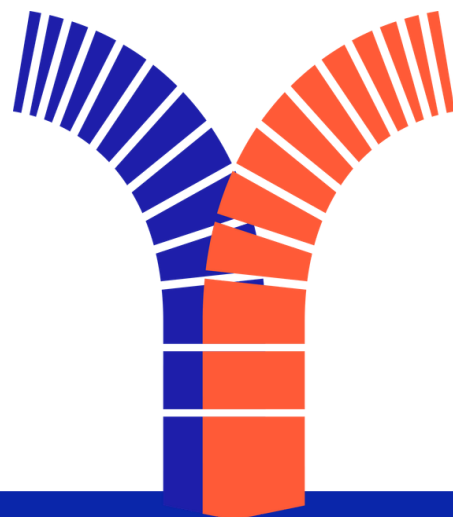




Creating intentional movement moments across the school day: Top tips & reflective questions for School Leaders



Move Well.





01 Audit the lived day

Follow pupils, not just the timetable. Record sitting time, transitions, queues, access to outdoor space, lesson demands and who participates. In secondary settings, sample several pupil pathways because no single class timetable represents the whole day.



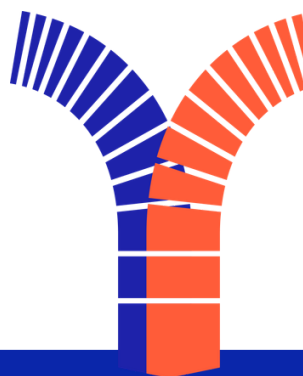
02 Name the purpose of each movement moment

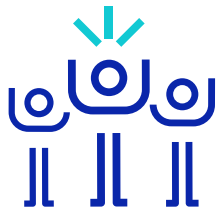
Decide whether the moment is intended to connect, activate, regulate, rehearse, reset or widen access. Avoid using high-energy activity when calm regulation is needed, or a token stretch when pupils need a genuine break.



03 Redesign before you add

Look for sequence changes, protected transitions and existing routines that can carry movement. The case study moved subjects and restored breaks; it did not depend on squeezing an extra programme into every lesson.





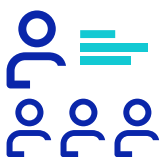
04 Pair autonomy with entitlement

Give staff choice over the activity and timing within clear parameters. Set a small, observable entitlement so provision does not vary solely with confidence. Secondary leaders may need department-level routines and whole-school agreements about corridors, classrooms and equipment.



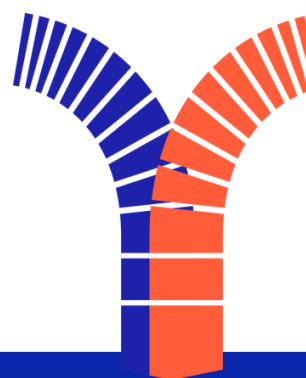
05 Build an inclusive movement menu

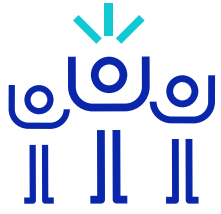
Include seated, standing and ambulant options; low- and higher-intensity choices; individual and social formats; quiet and energising activities. Plan for mobility, sensory, medical, cultural and uniform needs without singling pupils out.



06 Protect social movement without narrowing it to sport

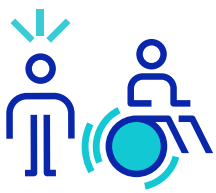
Improve play, break and lunch offers so football and competitive sport are not the only visible options. Include walking, dance, skipping, informal games, calm movement, leadership and accessible equipment.





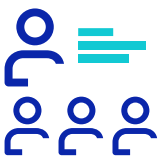
07 Trial, listen and adapt

The transcript includes a change that did not work: moving writing to the afternoon. Treat reversal as disciplined implementation, not failure. Gather pupil voice before and after, and seek the views of pupils who participate least.



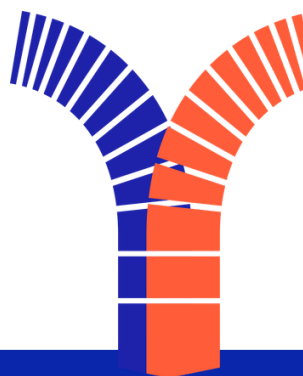
08 Measure reach and experience, not only minutes

Use simple indicators: opportunity offered, participation, perceived readiness, inclusion, staff feasibility and unintended loss of learning time. Treat reported attendance or wellbeing changes cautiously unless other influences have been considered.



09 Use movement in targeted support

Consider movement as one route within mentoring, regulation and belonging work. It should complement - not replace - appropriate pastoral, SEND, therapeutic or safeguarding provision.



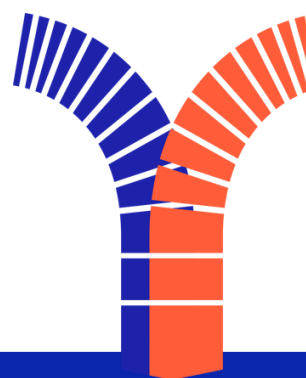


10 Connect with families without lecturing

Invite, listen and remove barriers. Co-design accessible family activity, active-travel or community offers; avoid assuming families lack motivation when cost, time, safety, culture or disability may shape participation.

Reflection Questions for Leadership Teams

- Where are the longest uninterrupted sedentary periods for Reception/primary pupils, Key Stage 3, Key Stage 4/5 and learners in other settings?
- Which daily moments are currently accidental, optional or dependent on one enthusiastic adult?
- Does every movement moment have a clear purpose, or are we treating movement as a generic energiser?
- How does our approach change during examination periods, intervention sessions, wet weather, reduced staffing and high-pressure days?
- Which pupils are least likely to access breaktime, clubs, active travel or competitive sport, and what universal alternatives exist?
- How do mobility, fatigue, pain, sensory needs, medication, faith, culture, body confidence, uniform and changing facilities affect access?
- In secondary settings, who owns implementation across departments and how will pupils experience consistency without rigidity?
- What are we willing to reorder, stop or shorten so movement is embedded rather than added to workload?
- How will pupil voice include enthusiastic participants, reluctant participants and non-participants?
- What would count as success after six weeks – and what evidence would cause us to adapt or stop?
- Can staff explain the difference between a connection moment, an activation moment and a regulation/reset moment?
- How will we ensure PE remains high quality and protected while movement also becomes part of the wider day?



Challenge questions by setting

Primary

- Is the class-teacher model creating strong consistency, or making entitlement too dependent on each teacher?
- Have we restored genuine play and breaks, or replaced them with adult-led activity every time?

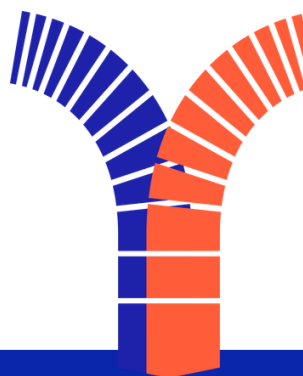
Secondary

- Are lesson changeovers counted as movement even when pupils experience them as rushed, crowded or sanctioned?
- Can a pupil move without attracting attention, breaching uniform expectations or being perceived as off-task?

Special, alternative and other settings

- Is movement co-planned with relevant health, therapy, SEND and pastoral expertise while preserving pupil agency?
- Are regulation and movement opportunities available proactively, or only after distress or dysregulation is visible?

These questions can provide a useful starting point for strategic discussions and curriculum review.





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