

# Mile a Day

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To discuss this case study, please contact us via email [customersupport@camdenlearning.org.uk](mailto:customersupport@camdenlearning.org.uk)



## Key Points

- Increase pupils' fitness
  - Reduce obesity and prevent lifestyle diseases
  - Improve social, emotional and mental wellbeing
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## Purpose

### What were your reasons for doing this development work?

To improve the pupils' physical, emotional and social health and wellbeing through a free and simple to implement activity. Inspire pupils to become more active and to start tracking their own progress and development in physical activity.

### Who were the identified target learners?

56 pupils in Year 2

### What specific curriculum area did you intend to have impact on?

PE and focus and attention across the curriculum.

### How were you intending to improve pupil learning?

Through running, jogging or walking 'A Mile a Day' (a maximum of 15 minutes) everyday in almost all weather conditions and at any point during the day. I intended for the pupils to:

- Develop fitness
- Increase motivation towards fitness
- Improve attitude towards learning
- Gain perseverance skills
- Reduce behavioural incidents
- Improve concentration once back in class

## **What were your success criteria?**

That all pupils improve their stamina and ability to run a mile,

That all pupils improve their physical fitness and interest in becoming/staying fit.

## **Methodology**

### **What did you do - what teaching approaches did you use?**

The intention is for a 'Mile a Day' to happen everyday outside no matter what the weather and at a suitable time for the class teacher. All pupils run, jog or walk around a marked out area of the school playground. Once the pupils know the route there is no need to set up any equipment. 'Mile a Day' takes less than fifteen minutes with pupils running in their uniforms to save changing time. Teaching staff should join in and encourage pupils emphasising it's a non-competitive but fun and social activity.

During March the whole school took part in a 'Mile a Day' to raise money for sports relief and to raise awareness of fitness.

I have also looked at pupil's general focus and attainment in the classroom.

### **What specific teaching resources did you use?**

No specific resources were necessary though we did use stopwatches to time the children's early attempts and to record progress at set periods of time.

### **What CPD experiences, materials, research and expertise have you drawn on?**

<http://thedailymile.co.uk/>

## **Outcomes and Impact**

### **What has been the impact on pupil learning?**

The project has supported a science project which Argyle is currently participating in. Over the past two terms 'Mile a Day' has had links with maths, measuring how fast they were at regular intervals (half termly) and putting this data into graphs. They have also had science links with Year 2's 'Healthy Me' topic, listening to heartbeats before and after completing the mile.

## **Evidence of impact on pupil learning**

- Fitness results of pupils in one class over a whole term (3 got faster by 10 seconds or more, 17 got faster, 2 got slower), some children were unable to be tested at both the start and end of term.
- Pupils' participation and concentration in lessons has improved
- Pupils now settle more quickly into lessons
- Enthusiastic feedback given by pupils, parents and staff.

## **What has been the impact on teaching?**

There is the time implication. Some classteachers have been unable to sustain 15 minutes every day and some have opted to do 2 or 3 times a week as this is preferable to never!

It has helped to further develop positive relationships between pupils and staff. It has improved pupil happiness. Pupils are calmer in lessons which take place after 'A Mile a Day'

## **Evidence of impact on teaching**

- Pupils' achievement is still being measured but initial indicators are that this cohort has exceeded targets
- Calm receptive pupils in the classroom

## **What has been the impact on school organisation and leadership?**

### **Evidence of impact on school organisation and leadership**

The school is constantly weighing up conflicting demands on time and seeking to prioritise initiatives which have the most impact. Leadership is happy to support 15 minutes a day if it is never more than 15 minutes and is attached to playtime or leads to sharper pace in remaining lessons. If badly timed 15 minutes can lead to 30 minutes of teaching time being lost which is not acceptable!

### **What is the crucial thing that made the difference?**

Doing a 'Mile A Day' everyday no matter what the weather and taking part outside.

Leading by example all teachers and teaching assistants should take part.

Ensuring that the 15 minutes is appropriately timed and does not lead to a slower pace in

other lessons.

### **What would your next steps be?**

- To get the whole school to be participating in a 'Mile a Day'
- Continue working to improve pupils wellbeing especially through fitness

## **Sharing Practice**

### **If another individual or school was attempting to replicate this work, where should they start?**

Show all members of staff a clip of a 'Mile a Day' to get them enthusiastic. Then map out a mile long course. Teacher should then walk around the course with the pupils. Pupils will then see how far they can run, jog or walk in fifteen minutes emphasising that it is not a competition. Be aware of pupil's medical problems e.g. asthma.

### **What would be the essential elements to include?**