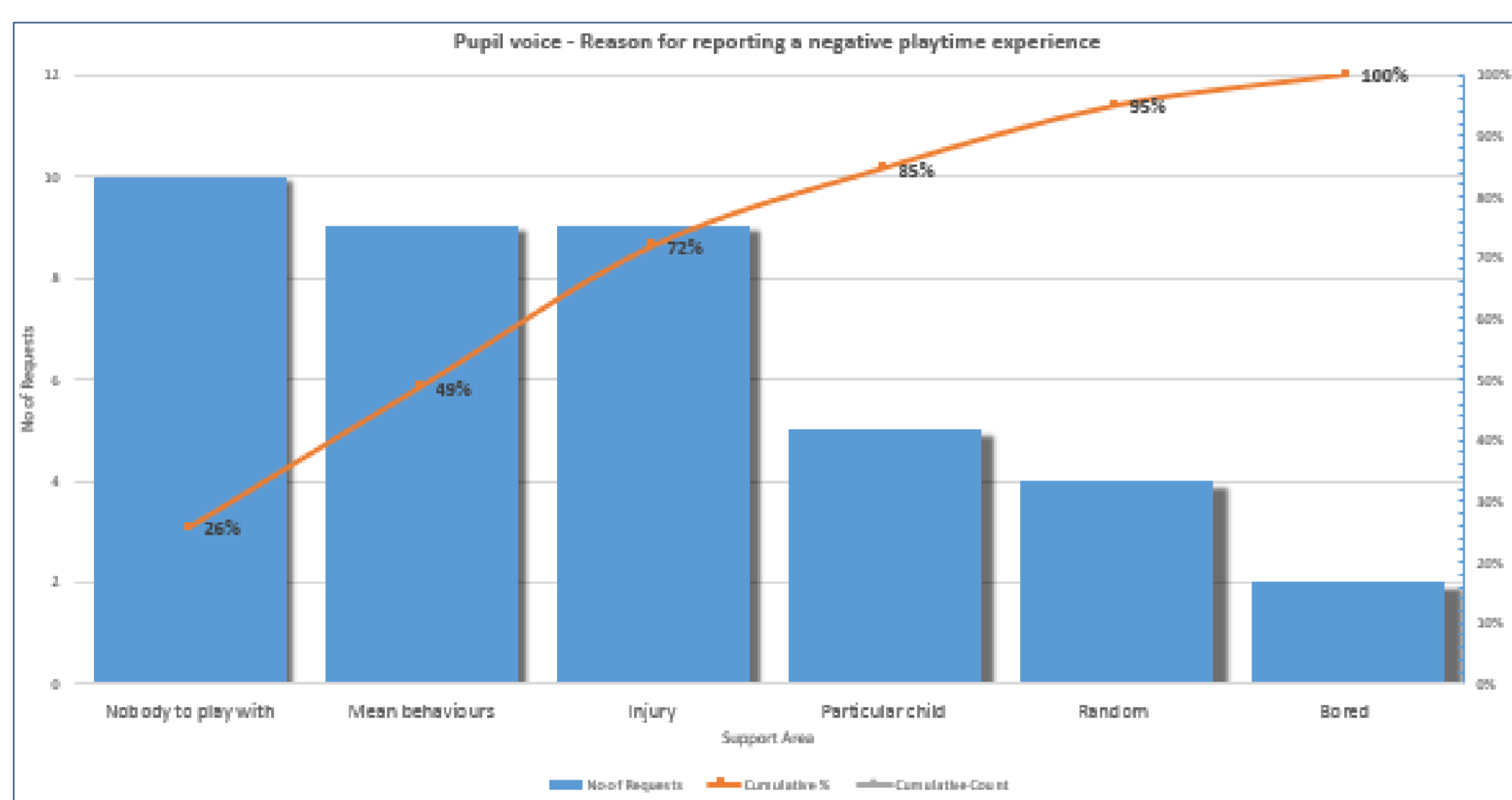


Aim: By May 2019 80% of children (Room 9) will be reporting a positive playground experience (Lunchtime) (Baseline: 27%)

Method

Initiating 'what matters?' conversations with children surrounding their playtime experience opened up the opportunity to listen to what supports them to have a positive and negative playtime experiences.

Key themes that children identified as contributing to a negative playtime experience included 'nobody to play with'; 'mean behaviours' and 'injury'. A pareto chart helped us to plan and prioritise change ideas.



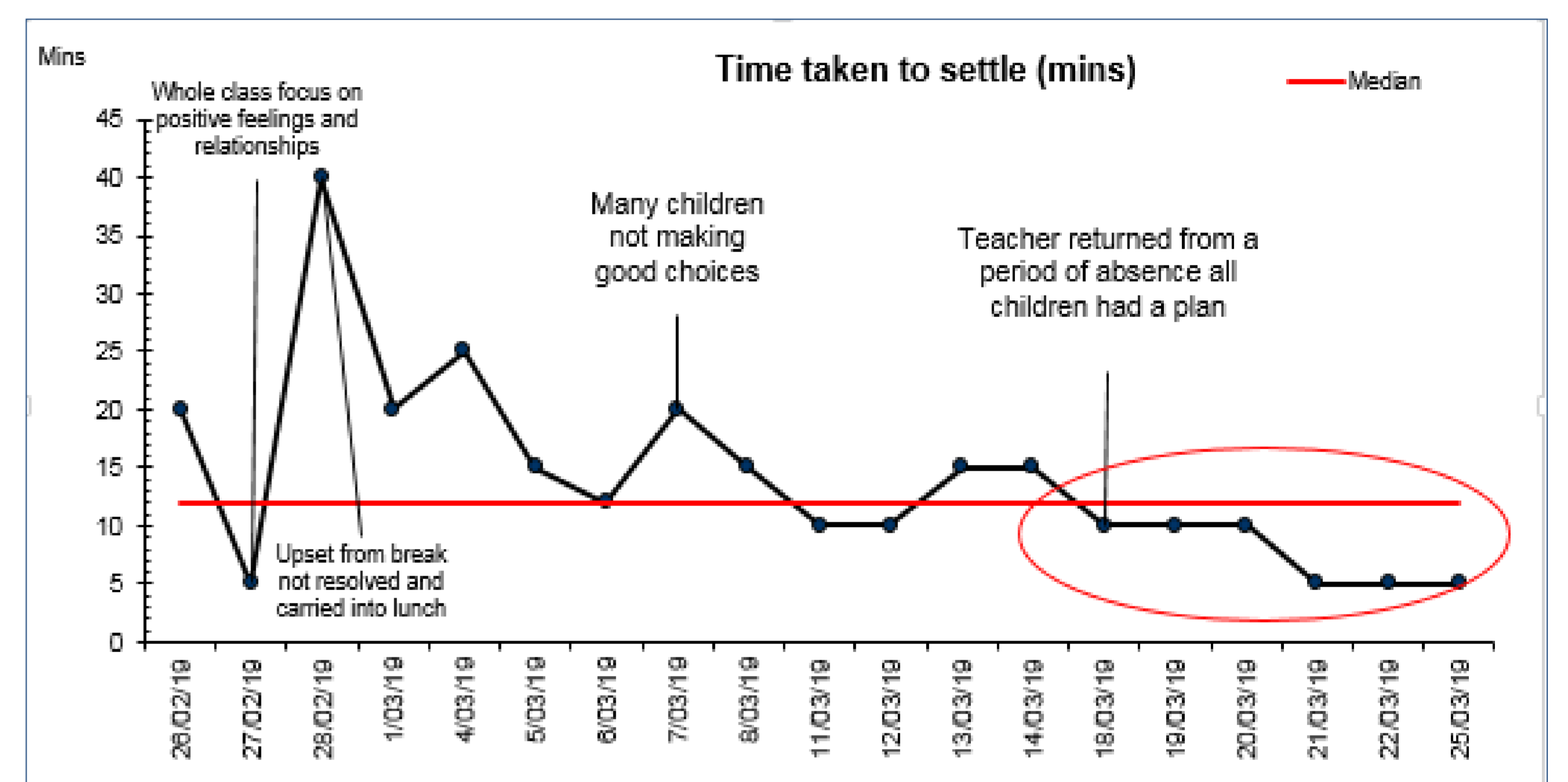
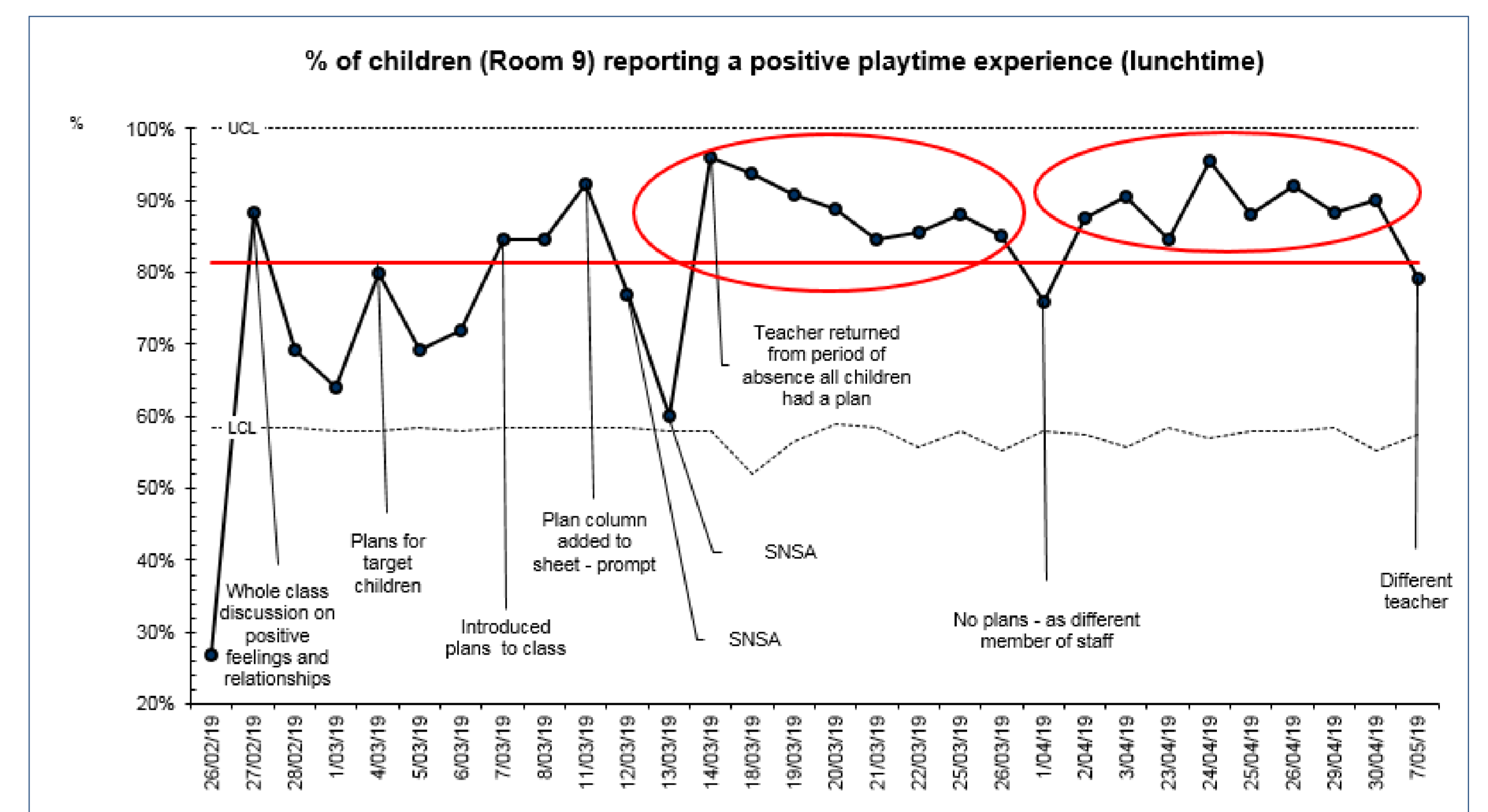
Process Change

- Developing 'pupil voice' and initiating conversations with children on their perspectives of playtime experience.
- Holding whole class discussions on emotion regulation and friendships.
- Introducing children to the concept of having a playtime plan.

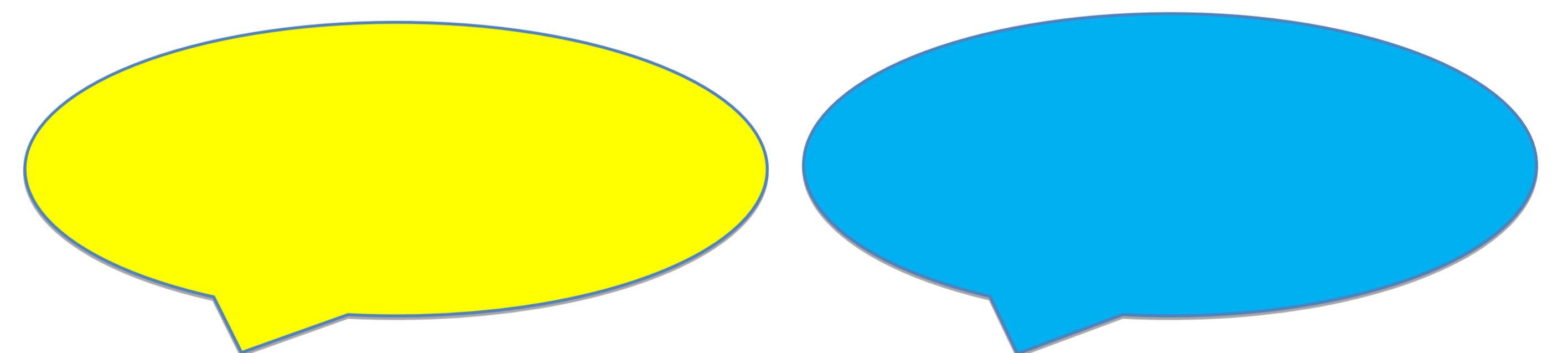
Achievements

- Within 12 academic days 80% of children were consistently reporting a positive playtime.
- Time taken to settle after lunchtime playtime has been reduced significantly to under 5 minutes.
- Children's have taken responsibility for their playtime experience proactively seeking out friendships and developing their social skills to negotiate and problem solve.

Results



Conclusions



Key Learning Points

- When children had a 'plan' for playtime this led to improvements in them reporting a positive playtime experience and reduced the time for them to settle and be ready to learn.
- Plans didn't need to be formalised, prompting children to think ahead and negotiate a plan with peers was suffice.
- Preliminary work discussing positive friendships and behaviors created the conditions to discuss playtime experiences openly and for children themselves to support each other to create playtime plans.
- 'Pupil voice' was a key part of our improvement journey to happier playtimes ! When a child needed a plan children themselves took responsibility for supporting each other to establish a plan.