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| **HSL SILVER: ACTIVITY IDEAS AND EVALUATION METHODS** |
| **Note:** Not all activities can be measured. Any activities marked at ‘none’ cannot be measured.**Healthy Eating** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Carry out a **Health Fair.** | Parental evaluations at health fair. |
| Create a **packed lunch policy.** | Monitor and review the packed lunch policy once a month. |
| Create a **whole school food policy.** | Monitor and review the whole school food policy once a month. |
| Ensure Cooking and nutrition is part of the new DfE **Design and Technology** curriculum. | Class assessment. |
| Design a **leaflet** on healthy eating with schools obesity statistics. | None |
| Include healthy **eating articles in the parent’s newsletter.** | None |
| School council delivers a **healthy eating assembly.** | Hands up class survey post assembly. |
| Healthy Packed Lunch **drawing competition.** | Number of pupils who accurately draw a healthy balanced packed lunch. |
| **Train SMSAs** on how to monitor packed lunches and on healthy eating. | SMSA training evaluation. |
| Deliver Eat Like A Champ programme to Year 5 pupils. | ELAC programme evaluation. |
| Deliver activities during **Healthy eating week.** | Pupil and staff feedback. |
| Pupils who eat salad and vegetables at lunch are **awarded with stickers.** | Number of stickers handed out to pupils. |
| **Healthy eating workshops** for parents. | Training evaluation forms. |
| After **School Cooking Club** in on offer every term for different year groups. | Cooking club register. |
| **Family Cooking Workshops** for parents and their children once a term. | Cooking workshop evaluation form. |
| Class teachers encourage all pupils to drink water throughout the day in Foundation Stage have milk and fruit daily. | None |
| **Work with the school council** to improve lunch hall experience.  | None |
| Governors setting up a **trial breakfast club.** | Register of pupils attending Breakfast club. |
| Advertise the **MEND and Boost programmes** in school newsletter. | Number of families that enrol in the MEND and BOOST programmes. |
| Overweight children referred to the school nurse by deputy head with their parents. | Number of referrals that the school nurse receives. |
| Letters sent home to parents on the school’s packed lunch policy. | None |
| At the beginning of the day, lunch boxes are discussed in most classroom and children are aware of healthy choices. | None |
| Letters are sent home to parents from the school nurse about healthy eating every term. | None |
| Display ‘Change for Life’ leaflets in the reception. | None |
| Harrisons to deliver school salad workshop with pupils. | Harrison’s salad workshop hands up survey. |
|  a **central salad bar** in dining room. | None |
| Pupils in Year 5 to make interactive healthy eating displays around the school to promote healthy eating. | None |
| Young ambassadors – (two Year 6 pupils) to deliver a healthy packed lunch assembly. | Hands up class survey post assembly. |
| Train teachers in nutrition and healthy eating activities and lesson plans. | Teacher training evaluations. |
| Introduce Fruity Fridays for KS2 pupils. | Post-programme survey monkey on fruit intake. |
| Invite ‘Jamie’s Food Revolution’ to carry out workshops with the children. | Food Revolution feedback forms. |

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| **Oral health** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Structured programme of **dental hygiene lessons** (based on crest.com lesson plans) delivered to all classes as part of PSHE curriculum. | Pre- and post-questionnaires for pupils of lessons delivered. |
| Termly **assemblies** on oral health delivered by PSHE leader. | Pupil feedback. |
| **Displays** about healthy teeth around the school made by pupils. | None |
| Introduce a ‘water only’ lunchbox policy. Communicate this policy in parent’s newsletters, assemblies, website and letter’s home. | Monitor ‘water-only’ packed lunch policy. |
| School Nurse to deliver an oral health assembly. | Feedback from pupils about the assembly. |
| Use **science lessons** for KS1 pupils to demonstrate how teeth can become soft and weak and how anti-cavity toothpaste can protect them. | Evaluate KWL grids at end of unit – have all children’s questions been answered? |
| KS 1 **parents’ workshops** delivered by PSHE and Science subject leaders. | Workshop evaluations. |
| Use the Ealing PSHE Scheme of Work in KS1 and KS2 which includes oral health lessons in every year group.  | Class assessment. |
| Parent coffee morning tea on oral health and sugary drinks. Use the ‘Are you Sugar Savvy’ game to inform parents about the sugar content in drinks. | Parent feedback form on coffee morning tea. |
| Contact Colgate to get free toothpastes and toothbrushes for all pupils. | None |
| Local dentist to deliver an oral health assembly to all pupils.  | Hands up class survey on assembly. |
| **Tooth fairy stand at Health fair.** | Parent feedback on tooth fairy stand at health fair. |
| Provide **dental health guidance leaflet in different languages.** | None |
| Information on oral health in school **newsletter on website**. | None |
| School nurse to attend **parents evening** and to discuss oral health. | Parent and nurse feedback. |

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| **Anti-bullying** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Whole school anti bullying **theatre group** (Soren Barick Theatre, Bigfoot). | Anti-bullying theatre group pupil evaluation. |
| **Staff INSET** on bullying. | Evaluation of staff INSET. |
| Review and rewrite of behaviour/ **anti-bullying policy** in 2015 summer. | Monitor anti-bullying policy. |
| **Cyber bullying sessions** for Key Stage 2 pupils.  | Use pupil conferencing to identify the impact of cyber bullying sessions. |
| Review of 3 step process for dealing with playgroup/ friendship issues in assemblies and class circle time. | None |
| **Conflict resolution workshop** targeting parents and all pupils.  | Parent and pupil feedback forms on parent workshops.  |
| **Police Officer** presentsat assembly to outline safe behaviour to and from school and familiarise children with their role within the community.  | Pupil feedback. |
| Organise and deliver **Anti-Bullying week** across the school. | Pupil feedback. |
| Anti-bullying policy on the school **website** and hard copies given to all staff. | None |
| **Display helpline numbers and websites** for children to access in areas such as the dining room and toilets. | None |
| **Train SMSA’s** to ensure they have appropriate training to deal with playground issues. | SMSA training workshop evaluation form. |
| **SLT present in the playground** during playtimes to ensure any playground issues are resolved quickly and effectively. | SLT feedback. |
| Emphasis on using our **Restorative Practice** approach to resolve conflicts. | None |
| Through **assemblies** and talks encourage children to report bullying and develop an understanding of friendship conflict and true bullying. | Post programme online survey. |
| **Newsletter articles** for parents explaining anti-bullying policy | None |

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| **Physical Activity** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Offer more **clubs after school** with specialist sports coaches. | After school club register. |
| Replace some lunchtime staff members with sports coaches. | None |
| Introduce more **lunchtime clubs** including hockey, football, rounders’ and basketball at lunchtime.  | Lunchtime sports club register. |
| Arrange **sports clubs before school.** | Before school club register. |
| Children will be given the opportunity to voice their opinion about which sports they would like to take part in through Parliament Assemblies. | None |
| **Posters** advertising sports will be placed around school. | None |
| Teachers to promote daily lunchtime sports activities to children in their class. | Lunchtime sports club register. |
| List sports clubs on our **school website** and school clubs brochure. | None |
| Parent Support Advisors to offer an **information ‘hub’** to parents on Parents Evening promoting sports clubs in school. | None |
| Regularly promote school sports clubs through **school assemblies.** | None |
| Promote local sporting clubs, facilities and out of school clubs to parents and pupils via the school **newsletter and through assemblies**. | None |
| Staff to receive training and deliver PE lessons led by PE specialists. | Staff training evaluation forms. |
| **Survey** girls to find out what sports they would like the school to offer and the barriers that prevent pupils from engaging with clubs. | None |
| Investigate and organise sporting classes for girls based on the results from a ‘Exercise classes questionnaire for girls’ asking girls their sport preferences. | Monitor uptake of girls attending sporting classes for girls.  |
| Every child learning to ride a bike through **‘Bike School’** project. | Number of pupils who register on the Bike School project. |
| Organise a **week long cycle challenge** for all pupils where children log the number of miles travelled by bike. | Register of pupils participating in the week long cycle challenge. |
| All pupils participate in 10 minutes of power walking on Thursday and on Tuesdays. | None |
| Promotion of children using **green spaces and play areas** in the local area via letters home to parents and school newsletter. | None |
| Promotion of pupils **cycling to school.** | Pre and post record of the number of bikes brought to school before and after our activities. |
| Organise a **walking bus** via school newsletter and school website. | Number of pupils involved in the walking bus. |
| Parent **newsletter** to include inserts of the importance of getting their children active and the recommended weekly amount of physical activity needed. | None |

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| **Smoking** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Invite an expert from **Smoke-free Ealing** in to work with Year 6 pupils on the effects of smoking. | Feedback from pupils and smoking expert. |
| Deliver a **PSHE curriculum** that effectively teaches the dangers of smoking. | Evaluate quality of learning by sampling pupils work. |
| Run a **stall at Health Fair** for parents and families with information, advice and activities on Smoking and how to quit. | Health Fair evaluations. |
| Design an anti-smoking **display** in the school. | None |
| **Emotional wellbeing and behaviour** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| Carry out an **EH & WB survey** at the beginning and end of your activity | Comparison of results pre and post activity |
| **Survey staff** on their confidence in delivering a range of EH and WB lessons including: positive body image, stress, anxiety, pressures of the media, healthy relationships, abuse, bullying, keeping safe and gender stereotyping | Comparison of results pre and post activity |
| Develop **staff INSET training** to increase staff confidence in delivering the above lessons | INSET feedback formObservations of lessons |
| Take **feedback from pupils** based on the learning carried out in the above lessons | Observations of lessons throughout the activityPupil conferencing throughout the activitySamples of learning |
| **Map your PHSE scheme of work** to ensure that there is a progressive approach to the above areas | Staff feedback from INSETSample of mapping |
| Promote **resilience** with pupils through lessons and assemblies | Feedback from assemblies from pupils |
| Introduce **MindUp** which includes three brain breaks (meditation activities) a day and weekly mindfulness lessons.  | Observations by senior staff members. |
| **Workshops for parents** on promoting resilience strategies and a general overview of our new behaviour policy. | Parent workshop feedback and evaluations. |
| Run **Pyramid Club** with West London University. | Feedback Questionnaire from Pyramid club parents and pupils.Sample of SDQ carried out before Pyramid club |
| Hold a ‘**Values’ assemblies** twice a week. A new value for each month along with a class lesson. | Pupil feedback about ‘Values’ assembly. |
| Begin **mindfulness and meditation** sessions after break and lunchtimes (trigger times) | Teacher to feedback on change in behaviour pre and post mindfulness sessions |
| **Promote the use of school counselling service** through use of assemblies, posters etc. | Monitor the number of children attending pre and post promotion |
| Hold **award assemblies** based on academic and **personal** achievements | Photographs and quotes from pupils |
| Survey children on **where they would go if they needed advice or support (inside and outside school)**  then promote these services around your school | Pre and post questionnaire |
| Begin a **social skills group** | Monitor the progress on children in the social skills group Pupil conferencing pre and post social skills group |
| Offer **‘Rainbows’** loss and bereavement counselling  | Pupil conferencing pre and post counselling sessions |
| Run EH & WB **assemblies** for parents | Feedback from assembliesPhotographs |
| Run EH & WB **workshops** for parents during the planned activity linking to the work you are carrying out in school | Feedback from workshopsMonitoring attendance at workshops |
| Run a **positive behaviour management workshop**  for parents during the planned activity | Survey parents confidence in this area pre and post workshopsSurvey pupils and changes of attitudes pre and post workshops |
| Develop a **‘Cooling Down Area’** across the school where pupils can go when they need to cool down. | Hands up survey and after the implementation of this area.Pupil conferencing  |
| Offer **parents a contact list** for local agencies that may be of help | None |
| Offer **staff a contact list** for local agencies that may be of help | None |
| Offer staff a **confidential advice** and counselling service | None |
| Have permanent EH & WB **display** around your school | None |
| Run an EH & WB **stall** at the school’s **Health Fair** | Health Fair evaluations  |
| **Newsletter** to include information about EH & WB | None |
| Monitor and evaluate school’s **behaviour policy** | Monitoring policy with staff, governors and parents |
| **Relationship and Sex Education** |
| **Activities** | **Monitoring and Evaluation** |
| **What are you going to do to achieve your outcome?** | **What will you use to measure your success and demonstrate your improvements?** |
| **Review SRE policy** with consultation from school council, teachers and parents. | Monitoring withdrawal from relationships education by looking at attendance in SRE sessions. |
| **Staff Training on SRE.** | Staff feedback questionnaires and surveys prior INSET and post INSET. |
| **Observe** and support the delivery of SRE lessons. | Monitoring annotated planning. |
| **Parent sessions on SRE.** | Parent feedback and questionnaires and surveys after SRE sessions. |