

# 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
<b>What are you going to do to achieve your outcome?</b>	<b>What will you use to measure your success and demonstrate your improvements?</b>
Carry out a <b>Health Fair</b> .	Parental evaluations at health fair.
Create a <b>packed lunch policy</b> .	Monitor and review the packed lunch policy once a month.
Create a <b>whole school food policy</b> .	Monitor and review the whole school food policy once a month.
Ensure Cooking and nutrition is part of the new DfE <b>Design and Technology</b> curriculum.	Class assessment.
Design a <b>leaflet</b> on healthy eating with schools obesity statistics.	None
Include healthy <b>eating articles in the parent's newsletter</b> .	None
School council delivers a <b>healthy eating assembly</b> .	Hands up class survey post assembly.
Healthy Packed Lunch <b>drawing competition</b> .	Number of pupils who accurately draw a healthy balanced packed lunch.
<b>Train SMSAs</b> on how to monitor packed lunches and on healthy eating.	SMSA training evaluation.
Deliver <b>Eat Like A Champ programme</b> to Year 5 pupils.	ELAC programme evaluation.
Deliver activities during <b>Healthy eating week</b> .	Pupil and staff feedback.
Pupils who eat salad and vegetables at lunch are <b>awarded with stickers</b> .	Number of stickers handed out to pupils.
<b>Healthy eating workshops</b> for parents.	Training evaluation forms.
After <b>School Cooking Club</b> in on offer every term for different year groups.	Cooking club register.

<b>Family Cooking Workshops</b> 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
<b>Work with the school council</b> to improve lunch hall experience.	None
Governors setting up a <b>trial breakfast club</b> .	Register of pupils attending Breakfast club.
Advertise the <b>MEND and Boost programmes</b> in school newsletter.	Number of families that enrol in the MEND and BOOST programmes.
Overweight children <b>referred to the school nurse</b> by deputy head with their parents.	Number of referrals that the school nurse receives.
<b>Letters sent home</b> to parents on the school's packed lunch policy.	None
At the beginning of the day, <b>lunch boxes are discussed</b> 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
<b>Display 'Change for Life' leaflets</b> in the reception.	None
Harrisons to deliver school <b>salad workshop</b> with pupils.	Harrison's salad workshop hands up survey.
a <b>central salad bar</b> in dining room.	None
Pupils in Year 5 to make interactive <b>healthy eating displays</b> around the school to promote healthy eating.	None
Young ambassadors – (two Year 6 pupils) to deliver a healthy packed lunch <b>assembly</b> .	Hands up class survey post assembly.
<b>Train teachers</b> in nutrition and healthy eating activities and lesson plans.	Teacher training evaluations.
Introduce <b>Fruity Fridays</b> for KS2 pupils.	Post-programme survey monkey on fruit intake.
Invite ' <b>Jamie's Food Revolution</b> ' to carry out workshops with the children.	Food Revolution feedback forms.

## 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 <b>dental hygiene lessons</b> (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 <b>assemblies</b> on oral health delivered by PSHE leader.	Pupil feedback.
<b>Displays</b> about healthy teeth around the school made by pupils.	None
Introduce a ' <b>water only</b> ' <b>lunchbox policy</b> . 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 <b>assembly</b> .	Feedback from pupils about the assembly.
Use <b>science lessons</b> 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 <b>parents' workshops</b> delivered by PSHE and Science subject leaders.	Workshop evaluations.
Use the <b>Ealing PSHE Scheme of Work</b> in KS1 and KS2 which includes oral health lessons in every year group.	Class assessment.
<b>Parent coffee morning tea</b> 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 <b>free toothpastes and toothbrushes</b> for all pupils.	None
<b>Local dentist</b> to deliver an oral health assembly to all pupils.	Hands up class survey on assembly.
<b>Tooth fairy stand at Health fair</b> .	Parent feedback on tooth fairy stand at health fair.
Provide <b>dental health guidance leaflet in different languages</b> .	None
Information on oral health in school <b>newsletter on website</b> .	None
School nurse to attend <b>parents evening</b> and to discuss oral health.	Parent and nurse feedback.

## Anti-bullying

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

## 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 <b>clubs after school</b> with specialist sports coaches.	After school club register.
Replace some lunchtime staff members with sports coaches.	None
Introduce more <b>lunchtime clubs</b> including hockey, football, rounders' and basketball at lunchtime.	Lunchtime sports club register.
Arrange <b>sports clubs before school</b> .	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
<b>Posters</b> 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 <b>school website</b> and school clubs brochure.	None
Parent Support Advisors to offer an <b>information 'hub'</b> to parents on Parents Evening promoting sports clubs in school.	None
Regularly promote school sports clubs through <b>school assemblies</b> .	None
Promote local sporting clubs, facilities and out of school clubs to parents and pupils via the school <b>newsletter and through assemblies</b> .	None
Staff to receive <b>training</b> and deliver PE lessons led by PE specialists.	Staff training evaluation forms.
<b>Survey</b> 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	Monitor uptake of girls attending sporting classes for girls.

preferences.	
Every child learning to ride a bike through ' <b>Bike School</b> ' project.	Number of pupils who register on the Bike School project.
Organise a <b>week long cycle challenge</b> 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 <b>10 minutes of power walking</b> on Thursday and on Tuesdays.	None
Promotion of children using <b>green spaces and play areas</b> in the local area via letters home to parents and school newsletter.	None
Promotion of pupils <b>cycling to school.</b>	Pre and post record of the number of bikes brought to school before and after our activities.
Organise a <b>walking bus</b> via school newsletter and school website.	Number of pupils involved in the walking bus.
Parent <b>newsletter</b> to include inserts of the importance of getting their children active and the recommended weekly amount of physical activity needed.	None

## Smoking

Activities	Monitoring and Evaluation
<b>What are you going to do to achieve your outcome?</b>	<b>What will you use to measure your success and demonstrate your improvements?</b>
Invite an expert from <b>Smoke-free Ealing</b> in to work with Year 6 pupils on the effects of smoking.	Feedback from pupils and smoking expert.
Deliver a <b>PSHE curriculum</b> that effectively teaches the dangers of smoking.	Evaluate quality of learning by sampling pupils work.
Run a <b>stall at Health Fair</b> for parents and families with information, advice and activities on Smoking and how to quit.	Health Fair evaluations.
Design an anti-smoking <b>display</b> in the school.	None

## Emotional wellbeing and behaviour

Activities	Monitoring and Evaluation
<b>What are you going to do to achieve your outcome?</b>	<b>What will you use to measure your success and demonstrate your improvements?</b>
Carry out an <b>EH &amp; WB survey</b> at the beginning and end of your activity	Comparison of results pre and post activity
<b>Survey staff</b> 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 <b>staff INSET training</b> to increase staff confidence in delivering the above lessons	INSET feedback form Observations of lessons
Take <b>feedback from pupils</b> based on the learning carried out in the above lessons	Observations of lessons throughout the activity Pupil conferencing throughout the activity Samples of learning
<b>Map your PHSE scheme of work</b> to ensure that there is a progressive approach to the above areas	Staff feedback from INSET Sample of mapping
Promote <b>resilience</b> with pupils through lessons and assemblies	Feedback from assemblies from pupils

Introduce <b>MindUp</b> which includes three brain breaks (meditation activities) a day and weekly mindfulness lessons.	Observations by senior staff members.
<b>Workshops for parents</b> on promoting resilience strategies and a general overview of our new behaviour policy.	Parent workshop feedback and evaluations.
Run <b>Pyramid Club</b> with West London University.	Feedback Questionnaire from Pyramid club parents and pupils. Sample of SDQ carried out before Pyramid club
Hold a ' <b>Values' assemblies</b> twice a week. A new value for each month along with a class lesson.	Pupil feedback about 'Values' assembly.
Begin <b>mindfulness and meditation</b> sessions after break and lunchtimes (trigger times)	Teacher to feedback on change in behaviour pre and post mindfulness sessions
<b>Promote the use of school counselling service</b> through use of assemblies, posters etc.	Monitor the number of children attending pre and post promotion
Hold <b>award assemblies</b> based on academic and <b>personal</b> achievements	Photographs and quotes from pupils
Survey children on <b>where they would go if they needed advice or support (inside and outside school)</b> then promote these services around your school	Pre and post questionnaire
Begin a <b>social skills group</b>	Monitor the progress on children in the social skills group Pupil conferencing pre and post social skills group
Offer ' <b>Rainbows'</b> loss and bereavement counselling	Pupil conferencing pre and post counselling sessions
Run EH & WB <b>assemblies</b> for parents	Feedback from assemblies Photographs
Run EH & WB <b>workshops</b> for parents during the planned activity linking to the work you are carrying out in school	Feedback from workshops Monitoring attendance at workshops
Run a <b>positive behaviour management workshop</b> for parents during the planned activity	Survey parents confidence in this area pre and post workshops Survey pupils and changes of attitudes pre and post workshops
Develop a ' <b>Cooling Down Area'</b> 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 <b>parents a contact list</b> for local agencies that may be of help	None
Offer <b>staff a contact list</b> for local agencies that may be of help	None
Offer staff a <b>confidential advice</b> and counselling service	None
Have permanent EH & WB <b>display</b> around your school	None



Run an EH & WB <b>stall</b> at the school's <b>Health Fair</b>	Health Fair evaluations
<b>Newsletter</b> to include information about EH & WB	None
Monitor and evaluate school's <b>behaviour policy</b>	Monitoring policy with staff, governors and parents

## Relationship and Sex Education

Activities	Monitoring and Evaluation
<b>What are you going to do to achieve your outcome?</b>	<b>What will you use to measure your success and demonstrate your improvements?</b>
<b>Review SRE policy</b> with consultation from school council, teachers and parents.	Monitoring withdrawal from relationships education by looking at attendance in SRE sessions.
<b>Staff Training on SRE.</b>	Staff feedback questionnaires and surveys prior INSET and post INSET.
<b>Observe</b> and support the delivery of SRE lessons.	Monitoring annotated planning.
<b>Parent sessions on SRE.</b>	Parent feedback and questionnaires and surveys after SRE sessions.