

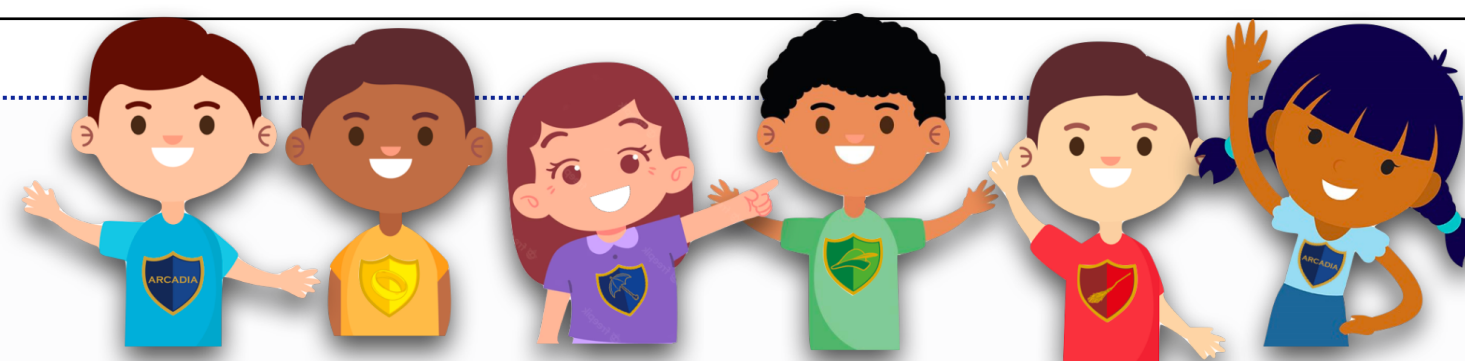


LUCY GRIER & AMY KEMBER

# HOW CAN STUDENT ENGAGEMENT BE IMPROVED THROUGHOUT THE DAY IN YEAR 3 AT ARCADIA?

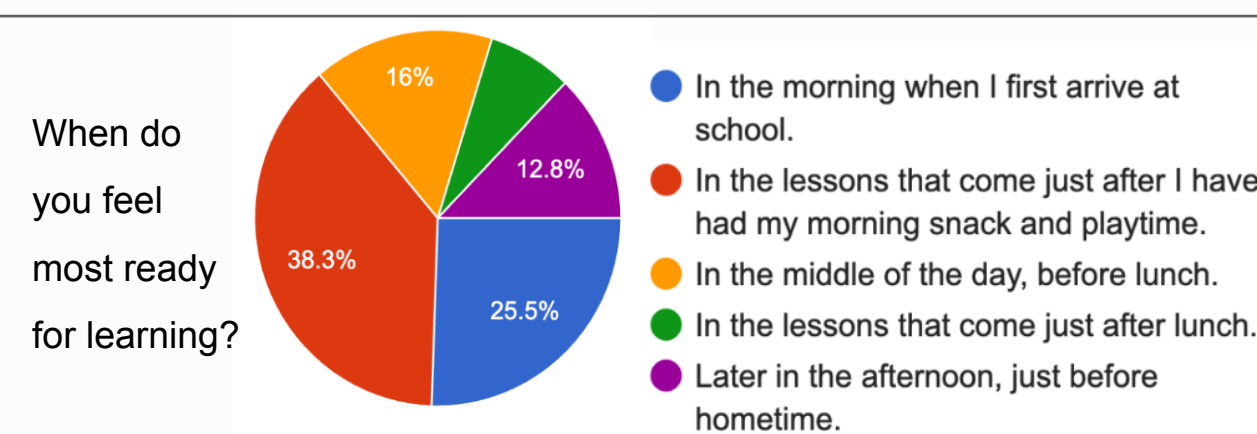


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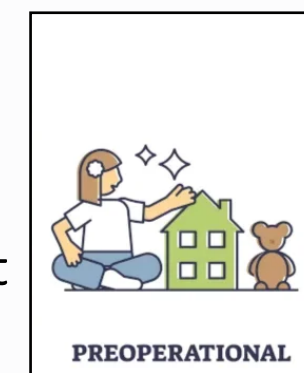
## What did the students tell us?

"Overall, we love Year 3. But we feel **bored** and don't like lessons when we are **hungry, tired** and things are too difficult. We have **fun** when we **move**. We don't always feel **ready for learning**. We feel most ready for learning after snack and play, not necessarily at the start of the day."



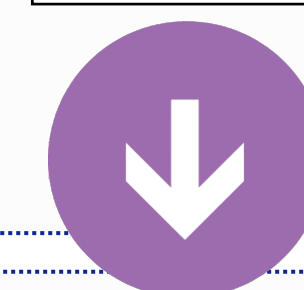
## What did research tell us?

Piaget's **Cognitive Development** Stages theory indicates a key period of transition at the age of our Y3 students resulting in differences in our students' development. Some studies indicate the benefits of '**Classroom Activity Breaks**' and allowing students to have a voice in their choice of timetabled activities.



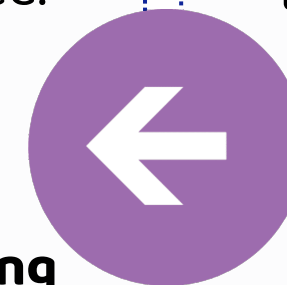
## What was the issue?

A period of instability in terms of **engagement** and **readiness for learning** has been noted in Year 3 students over the 5 years at Arcadia. PASS data also indicates student are struggling with curriculum demands in this period of transition between KS1 and KS2. Teacher perception often accredits this to demands of the long school day (07:50-16:00). What can be done to improve the students' engagement within the parameters of our setting?



## How did this affect student engagement?

Following a 10-minute flexi break, all areas of engagement improved. Off-task **behaviour** halved, **participation** in the learning significantly elevated and **learning output** increased. Moving forward, we will strive to include flexi breaks in our timetable to improve engagement in learning.



## What was implemented as a result of research and student voice?

Students will take a 10-minute **flexi break** at 14:30 (in the middle of the 4 period block of lessons following lunch) with the aim of improving readiness for learning and engagement in the final two periods of the school day. Students can choose to play, dance, move, eat or relax as they need. We will test effectiveness by observing engagement in a 14:30 lesson that has not been preceded by a flexi break as a control and then again the following day with a similar lesson at the same time after having a break.

### Classroom Activity Breaks Improve On-Task Behavior and Physical Activity Levels Regardless of Time of Day

Abigail A. Broad, Derek P.D. Bornath, Daniel Grisebach, Seth F. McCarthy, Pamela J. Bryden, Jennifer Robb and Tom J. Hazell



		BEHAVIOUR		PARTICIPATION		LEARNING OUTPUT	
		Displays off-task behaviour during teacher input and/or independent work <small>i.e: Not facing the teacher / board / learning task / off-topic chatting / using wrong app on iPad</small>		Contributes opinions or answers towards class discussion unprovoked <small>Response is on-topic</small>		Percentage of correctly completed comprehension questions following input <small>Response is correct or mostly correct</small>	
		Weds 15th May <small>Without flexi-time break prior to lesson</small>	Thurs 16th May <small>With flexi-time break prior to lesson</small>	Weds 15th May <small>Without flexi-time break prior to lesson</small>	Thurs 16th May <small>With flexi-time break prior to lesson</small>	Weds 15th May <small>Without flexi-time break prior to lesson</small>	Thurs 16th May <small>With flexi-time break prior to lesson</small>
Student A	Female 7y 7m CAT4: 99					50%	80%
Student B	Female 8y 5m CAT4: 97					85%	100%
Student C	Male 7y 8m CAT4: 110					90%	100%
Student D	Female 8y 2m CAT4: 108					60%	100%
Student E	Male 7y 11m CAT4: 98					90%	100%
TOTAL:		28	15	23	47	75%	96%